# DOCUMENT RESUME

ED 200 971 CS 206 242

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|---|---|
| TITLE | Language Arts Strategies for Basic Skills, K-2. |
| INSTITUTION | Hawaii State Dept. of Education, Honolulu. Office of Instructional Services. |
| REPORT NO | RS-79-7191 |
| PUB DATE | Mar 79 |
| NOTE | 128p. |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | *Basic Skills; Communication Skills; *Educational Diagnosis; Integrated Activities; *Language Arts; *Needs Assessment; Primary Education; Reading Instruction; State Programs; *Teaching Methods; Writing Instruction |
| IDENTIFIERS | *Hawaii |

ABSTRACT

The purpose of this handbook is to provide assistance to kindergarten through grade two classroom teachers in assessing student needs and implementing strategies to increase student achievement and mastery of the basic skills in the language arts. The first part of the handbook presents the underlying considerations in determining appropriate instructional strategies, including (1) the basic goals and objectives of the language arts program and their relationship to performance expectations; (2) instructional strategies, their rationale and procedures; (3) assessment of student needs through the development of student profiles; and (4) analysis of needs and planning for instruction. The second part of the book provides specific aids in the selection and use of instructional strategies that are most effective and appropriate, based on objectives and assessed needs. Appendixes contain a performance expectations handbook, student and class profiles for student assessment, and an assessment instrument with criterion tasks. (FL)

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# LANGUAGE ARTS STRATEGIES for BASIC SKILLS, K-2

Office of Instructional Services/General Education Branch • Department of Education
State of Hawaii • RS 79-7191 (Revision of RS 78-6377) • March 1979

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# FOREWORD

Instruction in communication skills is of highest priority in our schools. Students mastering the skills of listening, speaking, reading, and writing during the early years of their formal education are at a decided advantage in school and throughout life. Because of the importance of the early years in establishing good habits and a firm foundation for future learnings, it behooves us to search for and utilize instructional approaches that would most effectively effect the kinds of behavior we would like to see in our children.

This handbook on language arts basic strategies for students in the kindergarten, first, and second grades has been developed to assist teachers to accurately assess student strengths and weaknesses in order to plan lessons and activities which would increase achievement and mastery in the language arts. This guide emphasizes preventative rather than remedial measures and views the learner as being of prime importance--that all efforts be ultimately expended for his/her well being and success.

It is anticipated that schools will find this handbook an invaluable resource in bringing out positive effects among our students in the language arts.

Appreciation is expressed to all who have contributed to the development of this handbook.

Charles G. Clark
Superintendent

# ACKNOWLEDGMENTS

This handbook is the result of many people working together. People from all levels of our educational system have contributed to its realization.

Special thanks go to:

Members of the College of Education, University of Hawaii, who made valuable input into the design and content of the handbook.

District Curriculum Specialists, who spent long hours providing suggestions, validating ideas, and reacting to the final draft.

District Resource Teachers, who provided invaluable comments and ideas for the development of teaching strategies.

Members of the HEP Revision/Renewal Team for their helpful ideas suggestions, and reactions.

The State Language Arts Team, who developed the handbook:

Rae Hanson, Nancy Hiu, Richard Nakamura, Ann Port,
Roberta Tokumaru, and Kenneth Yamamoto.

The Communicative Arts Section secretarial staff for the typing of the handbook.

And to the following for their continuous interest and support throughout the development of the handbook:

Dr. Mitsugi Nakashima, Assistant Superintendent
Office of Instructional Services

Mrs. Rose A. Yamada, Director,
General Education Branch

Mrs. Barbara K. Yamashita, Administrator
Communicative Arts Section

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# INTRODUCTION

The purpose of this handbook is to provide assistance to the classroom teacher, grades K-2, in assessing student needs and implementing strategies to increase student achievement and mastery of the basic skills in the language arts.

Part I of this handbook presents the underlying considerations in determining appropriate instructional strategies. These considerations include (1) the basic goals and objectives of the language arts program and their relationship to performance expectations, (2) instructional strategies, their rationale and procedures, (3) assessment of student needs through the development of student profiles, and (4) analysis of needs and planning for instruction.

A word about performance expectations seems appropriate here. Performance expectations are intended to help teachers, principals, and the school system in general to gauge actual student performance in relation to a set of agreed upon standards. They are specific tasks which represent important or valued learnings and are not substitutes for a total curriculum. They may be used as checkpoints to determine the degree to which instructional strategies are successful.

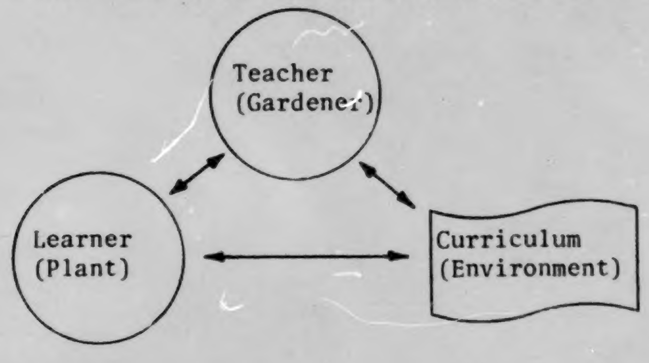
Part II of this handbook provides specific aids in the selection and utilization of instructional strategies that are most effective and appropriate, based on objectives and assessed needs. Some teachers may want to briefly thumb through Part II first to orient themselves with the various instructional strategies provided and then return to Part I for the assessment and analysis procedures.

The assessment and improvement process is based upon five major assumptions:

> Assumption One: An early elementary intervention strategies program is developmental in nature, emphasizing preventative rather than remedial measures. A preventative program stresses systematic planning of the growth of both the cognitive and affective aspects of the learner and is positive in its approach. A remedial program, on the other hand, assumes deficiencies and leads to instruction and learning which is deficit-oriented.
>
> Assumption Two: A language arts readiness program is conceptual in scope and approach, emphasizing language, experience, and thinking relevant to the learner. This developmental view of readiness is consistent with the first assumption.
>
> Assumption Three: Meaningful assessment begins with the assessment of the functional use of the listening, speaking, reading, and writing skills. Specific sub-skills that lead to functional use are assessed only if necessary. However, all instruction is based on the view that the learning of the sub-skills serves a functional purpose.

Assumption Four: The teacher is the person in the educational system who can directly affect student achievement.

Assumption Five: The learner, teacher, and curriculum are interrelated components which function as a system. This interrelationship is like that of the gardener, plant, and environment.



Consequently, the development of intervention strategies must consider the learner needs, the philosophy and capability of the teachers, and the curriculum presently in use. Changing one component without adjustment in others reduces the effectiveness of the system.

These assumptions reinforce the underlying philosophy of a language arts program that is positive in its emphasis, broad in its scope, comprehensive in its character, and integrative in its approach. Central to the philosophy is the belief that the learner is of prime importance, that all efforts are ultimately expended for his/her well-being and success.

The notions and activities presented in this handbook are not meant to be all-encompassing and complete. They are but a beginning for the informed, creative, and imaginative teacher and school to modify, expand, and/or delete in reinforcing existing district and school efforts in the language arts. Teachers are encouraged to add their own effective instructional strategies to the various sections of this handbook and to share them with the state program specialists through appropriate channels for inclusion in future revisions.

# PART I

## DETERMINING APPROPRIATE INTRUCTIONAL STRATEGIES

### A. Relationship among Foundation Program Objectives, Language Arts Program Objectives, and Performance Expectations

Two major documents guide educational activities in Hawaii: Master Plan for Public Education in Hawaii and The Foundation Program for the Public Schools of Hawaii.

The Master Plan reaffirms the State's commitment to provide all students with equal opportunity in education through the establishment of overall guidelines.

The Foundation Program synthesizes the educational purposes identified in the Master Plan into eight broad objectives:

1. To develop basic skills for learning and communication
2. To develop positive self-concept
3. To develop decision-making and problem solving skills at one's proficiency level
4. To develop independence in learning
5. To develop physical and emotional health
6. To recognize and pursue career development as an integral part of one's total growth and development
7. To develop a continually growing philosophy such that one is responsible to oneself as well as to others
8. To develop creative potential and aesthetic sensitivity

The Foundation Program, derived from the Master Plan, is the basis for curriculum improvement efforts through the Foundation Program Assessment and Improvement System (FPAIS).

The language arts program objectives are statements of intent which provide direction for planning resources and program development. Program objectives delineate what the program should provide students (Figure 1); they are further translated into learner outcomes which specify the kinds of learning students need to achieve. The learner outcomes, attained through the implementation of instructional objectives, direct the planning or resources and program development at the school level.

Performance expectations are the competencies which can reasonably be expected of each student who has been given instruction in a specific area. They are drawn from either program or course objectives, but do not necessarily represent a total scope and sequence of learning objectives for all students. The performance expectations for grades 1 and 2 have been developed to facilitate early identification of developmental needs. They should not be considered the only objectives to teach toward. The performance expectations are merely checkpoints to monitor learner progress. For example, take the following performance expectation for grade 3:

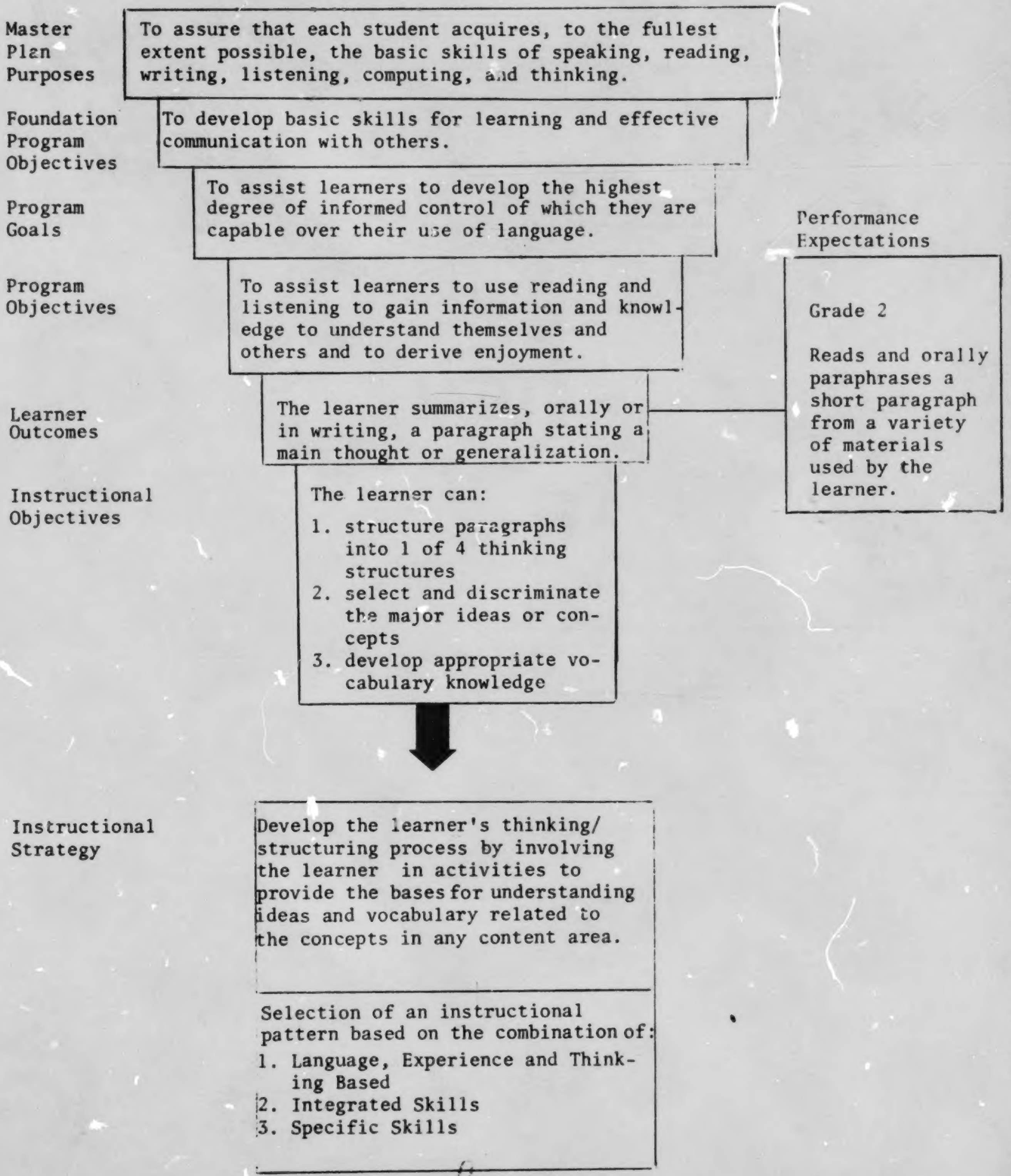
> "Read and orally paraphrase a short paragraph from a variety of materials used by the student."

If students fail to achieve this performance expectation, it may not be the best strategy to begin giving them more of the same type of tasks. Because performance expectations are viewed as the results of learning, instruction should attend to the reasons for students not learning. For example, in order that students learn the main idea of a selection, teachers must provide activities directed toward developing thinking, vocabulary, and content knowledge rather than lessons on main idea, per se. In other words, the teacher may need to look at a broader base of prerequisites to attain a performance expectation.

This is important consideration, for it ensures that the learner has a broad based, strong developmental program.

Figure 1

Relationship of Levels of Objectives to Performance Expectations to Instructional Strategies



| | | Performance Expectations |
|---|---|---|
| Master Plan Purposes | To assure that each student acquires, to the fullest extent possible, the basic skills of speaking, reading, writing, listening, computing, and thinking. | |
| Foundation Program Objectives | To develop basic skills for learning and effective communication with others. | |
| Program Goals | To assist learners to develop the highest degree of informed control of which they are capable over their use of language. | |
| Program Objectives | To assist learners to use reading and listening to gain information and knowledge to understand themselves and others and to derive enjoyment. | |
| Learner Outcomes | The learner summarizes, orally or in writing, a paragraph stating a main thought or generalization. | Grade 2<br>Reads and orally paraphrases a short paragraph from a variety of materials used by the learner. |
| Instructional Objectives | The learner can:<br>1. structure paragraphs into 1 of 4 thinking structures<br>2. select and discriminate the major ideas or concepts<br>3. develop appropriate vocabulary knowledge | |
| Instructional Strategy | Develop the learner's thinking/structuring process by involving the learner in activities to provide the bases for understanding ideas and vocabulary related to the concepts in any content area.<br>Selection of an instructional pattern based on the combination of:<br>1. Language, Experience and Thinking Based<br>2. Integrated Skills<br>3. Specific Skills | |

## B. Instructional Procedure: Rationale

The proposed procedure to be utilized for the achievement of instructional objectives includes three instructional types:

1. Type 1: Language, Experience, and Thinking (LET) Based
2. Type 2: Integrated Skills
3. Type 3: Specific Skills

Each type has a definite purpose and addresses a specific need (Figure 2). A full description answering the following questions is presented for each type of instruction:

1. What are the basic steps in instruction?
2. What should be assessed, when, and how?
3. How is the best type of instructional method decided?
4. What kinds of activities may be used under each instructional type?

### Type 1: Language, Experience, and Thinking (LET) Based

In this type, the learner's oral language and thinking are emphasized, utilizing experiences as the starting point to develop new or reconstructed ideas. This step is a prerequisite to any learning activity. The LET-Based type includes the language, experience, and thinking of the learner. Without the appropriate vocabulary, sentence understanding, and knowledge of the phonics of the language, one will not be able to understand the meanings of the printed or spoken language and will not be able to use sentence context and structural analysis skills (prefix, root, suffix). This results in parroting, word calling, or mimicking words and sentences without meaning.

If the ideas being learned are out of the direct experiences of the learner, the child's existing experiences must be built upon to provide the learner with tentative vicarious experiences that he/she can use to approximate the ideas presented in the oral and printed materials.

In order to develop concepts and functional use of the concepts, the student must not only remember the details but reorganize them, generalize, apply the generalization, and evaluate them. If the task is to generalize from an oral or printed context, the student will not automatically process the information unless guided through the thinking process.

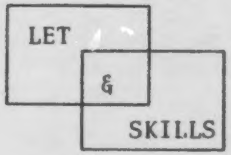
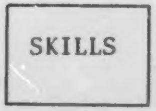
To provide a practical and logical procedure for instruction, a developmental instructional procedure has been outlined in Section C.

Characteristics of LET-Based type of instruction are:

1. Language is not taught, but language experiences are used and heard in natural and functional situations.

Figure 2

Characteristics and Purposes of the Three Instructional Types

| | WHAT | PURPOSE | RESULTS |
|---|---|---|---|
| Type 1<br>LET-BASED<br> | Development of the language, experience, and thinking of the learner in natural discussions, content area study. | To provide the basis from which the learner can learn the language arts skills. | Student has the adequate language, experience (direct or vicarious), and thinking skills to understand and use ideas and concepts. |
| Type 2<br>INTEGRATED SKILLS (LET plus related skills simultaneously)<br> | Development of the language arts skills by using the learner's present language, experience, and knowledge. | To provide assistance to the learner who cannot learn to integrate, use, or apply skills independently. | Student knows how to use and apply the skills he/she has learned in functional or real situations. |
| Type 3<br>SPECIFIC SKILLS (Skills not related to LET)<br> | Instruction of specific skills as discrete tasks. | To provide the learner precise and specific instruction in skills at a particular developmental point. | Student learns the skills as content and can perform a particular task at the mastery level. |

2. The content of the learning is first related to the experiences of the learner, rather than starting with abstract ideas or symbols, and then extended.
3. Instruction is meaning-oriented and stresses ideas.
4. Language use is stressed, rather than language skills.

The emphasis on the LET provides the learner with an oral language base from which to learn word recognition skills, including vocabulary and concepts with which to comprehend ideas in discussions and in reading.

Without the basic LET, problems will arise in word recognition, comprehension, writing and in expressive language situations. To provide the LET first strengthens any developmental program regardless of learning/teaching method.

## Type 2: Integrated Skills

Instruction of this type purposefully uses the learner's LET simultaneously with the teaching of skills. This strategy is necessary to use with a student who needs to learn skills in a meaningful setting or who needs to be helped to integrate or apply skills appropriately and effectively.

Characteristics of the Integrated Skills are:

1. Natural language is used as the content of instruction or is used to help the learner learn the language of the writer/author.
2. The symbols or abstract ideas in listening or reading are related to the learner's experiences and conceptual knowledge.
3. This instructional approach teaches skills only in relation to the extent they help the child comprehend. Skills became important not in a structured sequence, but as they affect the learner's comprehension.
4. The language skills are used and applied in functional, real life settings.

This type, which provides the learner with a process and content combination, is important for children who need to be guided in the "how to learn" process. It provides the maximum guidance and cueing to learners and therefore requires a great deal of teacher-student interaction.

## Type 3: Specific Skills

The third type of instruction is the specific skills strategies. In this type, skills are taught as discrete tasks. The learner's LET is not consciously used to support the learning of skills. (Students need to have a good LET background and ability to integrate ideas and skills independently.)

Characteristics of Specific Skills type are:

1. Specific skills are identified and taught as discrete elements.
2. Repetition, stimulus-response reinforcement, and retention are major emphases in the learning/teaching process; meaning is de-emphasized.
3. Instruction concentrates on correct performance on the task.
4. Skills are usually highly structured and sequenced.
5. Tasks are usually abstract in nature, not stressing the learner's experience.
6. Parts (skills) of language, rather than the functional use of language, are stressed.

This type provides the learner a specific structure and separates tasks into small units on the premise that smaller elements are easier to learn than combinations of elements. This type provides for specific intervention and allows independent learners to proceed at the high rate of achievement in skill learning.

In summary, important aspects of the instructional procedure are:

1. The development of the learner's LET is a required step, no matter what the learning activity is.
2. Once the LET has been established, there is an option of using integrated or specific skills approaches.
3. The chosen instructional activities are based upon learner needs in relation to the purpose of instruction (Figure 2).

## C. Instructional Management Procedure

Based on the first assumption stated in the introduction, i.e., an early elementary intervention strategies program is developmental in nature, emphasizing preventative rather than remedial measures, the instructional management procedure described here outlines the basic steps to instruction, adhering to the rationale contained in the preceding section.

Six basic steps and an explanation of each are presented as follows:

### Step 1 - Basic Developmental Program.

Programs are based upon different philosophies and methods. Some are more comprehensive than others, and some have different functions and goals. But no matter which language arts or reading approach is currently being used, it is the basic developmental program, including concurrently used supplementary materials and techniques.

### Step 2 - Assessment of LET-Based Learnings.

If students have difficulty learning in the basic developmental program, the first step is to assess the learner's facility in LET. This assessment is made by observing student performance in the on-going developmental activities in the classroom; findings are recorded on the Student and Class Profile form (page 12). As needs are identified, LET-Based instructional strategies are decided upon and implemented.

### Step 3 - Instructional Adjustments to the Learner's LET.

As instruction is continued in the basic program, on the spot adjustments are made to strengthen the LET of the learner. Instructional strategies based upon the assessment information are selected. These strategies may emphasize language, experience, thinking or any combination of these. (See Part II.) As these adjustments are made, constant teacher monitoring verifies the success or failure of the adjustment. If the adjustments are successful, they are maintained as part of the basic program.

### Step 4 - Assessing Attainment of Learner Outcomes.

Based upon assessment information recorded on the Student and Class Profile form, a decision has to be made whether to use the integrated skills approach or the specific skills approach. A review of the characteristics and effects of each (Figure 2) should assist in making that decision.

Step 5 - Adjusting Instructional Strategies for Skill Learning.

If the integrated approach is selected, the instructional techniques utilize the learners' LET to facilitate simultaneous skill learning. If the strategies are successful, they should be included as part of the basic program. If the strategies are not successful, perhaps the specific skills approach, which concentrates on learning specific skills, should be used.

Step 6 - Assessing Performance Expectations.

At a point when the teacher wants to obtain interim information about student performance, the performance expectation test (Appendix A) is administered. The test provides an indication of how well the student is progressing in meeting performance expectations. If the student does well, the current strategies are maintained. If the student does not do well, instructional readjustments should be made.

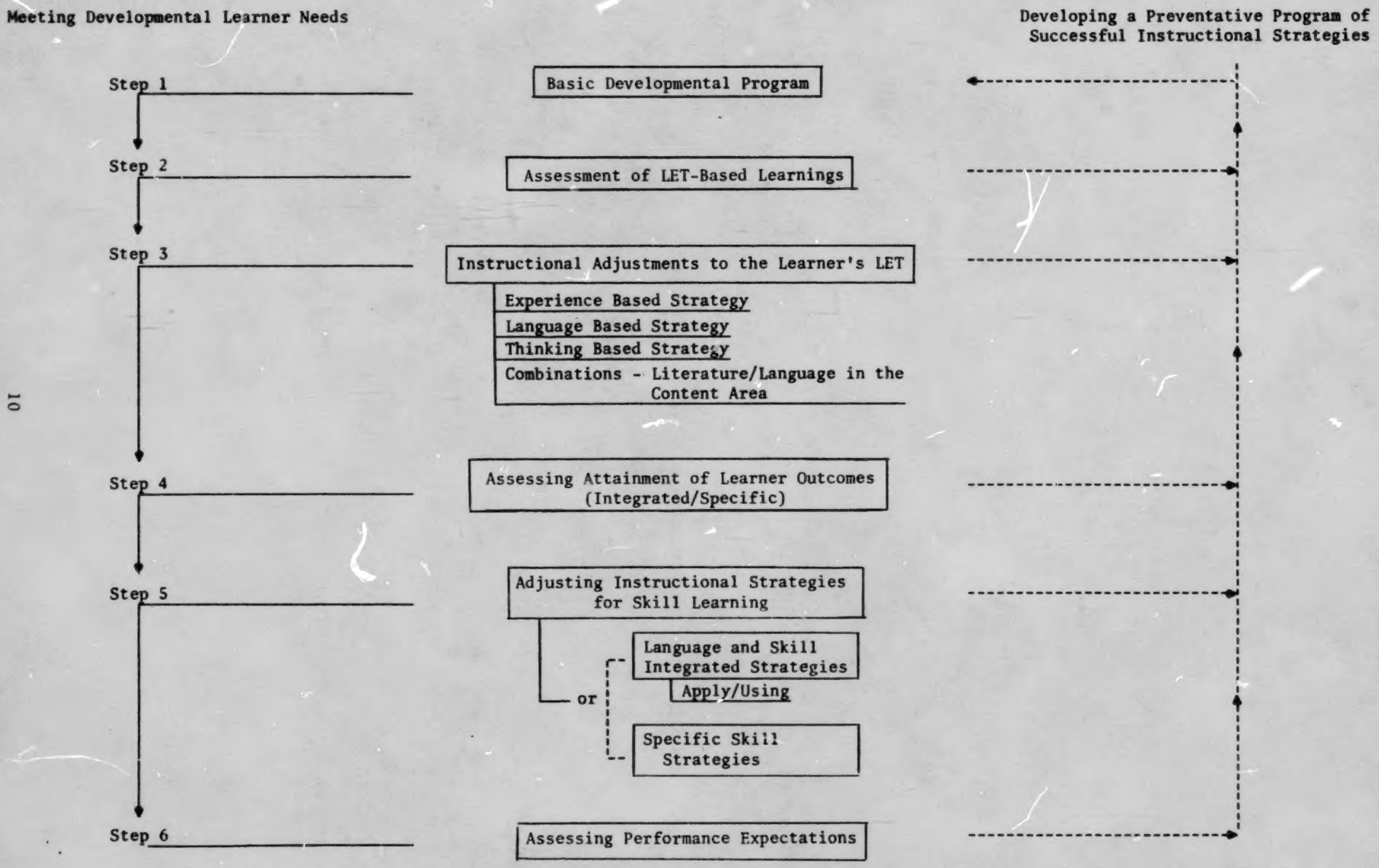
The instructional management procedure is graphically displayed as Figure 3. The solid lines moving from top to bottom on the left hand side of the schema indicate the developmental nature of instructional responses to learner assessed needs. The dotted lines moving from bottom to top on the right hand side of the schema indicate the feedback of successful instructional strategies into the basic program, thus making the basic program more preventative in nature.

The teacher can start at any point in the instructional procedure. However, as the teacher continues to collect learner information, a full pattern should emerge; this can then be related to instructional strategies.

The profiles may be related to other criterion referenced tests given by the teacher or the school.

Because of the developmental nature of the K-2 approach, the student assessment data cannot be collected on all items at one sitting or in a short period of time. The process requires a gradual accumulation of information. It is also important to note that all kindergarten students are not expected to achieve all the objectives on the profile. The teachers must use the experience and knowledge of the learner to determine realistic expectations. This does not mean, however, that some children will not meet all the profile objectives while in kindergarten. The performance expectations serve as guideposts to help the teacher determine expected levels of performance for students.

Figure 3 SCHEMA FOR A DEVELOPMENTAL/PREVENTATIVE INSTRUCTIONAL PROCEDURE


Meeting Developmental Learner Needs
Developing a Preventative Program of Successful Instructional Strategies
Step 1
Basic Developmental Program
Step 2
Assessment of LET-Based Learnings
Step 3
Instructional Adjustments to the Learner's LET
Experience Based Strategy
Language Based Strategy
Thinking Based Strategy
Combinations - Literature/Language in the Content Area
Step 4
Assessing Attainment of Learner Outcomes (Integrated/Specific)
Step 5
Adjusting Instructional Strategies for Skill Learning
or
Language and Skill Integrated Strategies
Apply/Using
Specific Skill Strategies
Step 6
Assessing Performance Expectations

Solid lines indicates instructional responses to learner needs.
Dotted lines indicate inclusion or continuation of successful strategies as part of the basic program, hence preventative in nature.

## D. Analysis and Planning for Instruction

The following checklist and charts provide the teacher with a way of assessing each student's level of performance in the three major areas of instruction (LET-based, integrated skills, and specific skills). Assessment refers to analysis (observing student performance and determining strengths and weaknesses in each of the three areas) for purposes of planning appropriate instruction.

The "Student and Class Profile" is an informal checklist that is broad in scope to accommodate the widest range of curriculum content possible in an early elementary language arts program. Because some of the items on the checklist may not be as critical as others in determining progress or change in instruction, those that are most critical for that area have been identified by an asterisk. This checklist is meant to be used by the teacher while students are working on an activity.

To use the checklist and chart to determine the appropriate instructional pattern, the teacher:

1. Observes the student and checks does or doesn't on the checklist for the behavior observed.
2. Indicates in the box at the bottom of the page a plus (+) or a minus (-) for each of the three major areas. A plus is determined by demonstration of all the behaviors which are marked by an asterisk. If any one of these behaviors is not demonstrated by the student, a minus is recorded in the box.
3. Takes the pattern from the box at the bottom of the checklist and matches the +/- pattern with the chart, "Matching Assessment Profile to Instructional Pattern."
4. Teaches to the first minus on the left. The starting point of instruction is where the first minus (-) occurs. (If the instruction that follows is effective, the learner's pattern may change. The basic strategy is to continue moving from the left minus to the right one until all minuses are eliminated.)
5. Refers to the "Description of Instructional Patterns" for samples of instructional strategies.
6. Transfers information from individual profiles to the "Class Record" form. Collective data then could be used to plan for grouping and further instruction.

# STUDENT AND CLASS PROFILE

Name ______________________ School ______________________

Teacher ______________________ Grade __________ Room __________

## LANGUAGE/EXPERIENCE/THINKING BASED

### I. LANGUAGE

#### A. Functions

| Does | Doesn't | |
|---|---|---|
| | | *Instrumental - The learner uses language to ask for things or get things done. It is the "I want. . ." type of language usually used at an early age. |
| | | *Regulatory - The learner uses language to regulate others by giving instructions or directions. |
| | | ***Personal-Interactional* - The learner uses language to maintain and validate one's self concept and self worth. This is the language used to relate opinions, information, and experiences.** |
| | | *Heuristic - The learner uses language to learn, inquire, or investigate. It includes words which allow the learner to ask or respond to questions, and phrase inquiries. |
| | | *Representational - The learner uses language to transmit information and knowledge. This is the language emphasized in the schools and found in content area textbooks such as science and social studies. |
| | | *Imaginative - The learner uses language to create one's own environment. This is the language used in activities such as creative drama, creative writing, and literature. |

#### B. Syntax

| | | |
|---|---|---|
| | | **Word Order - The learner uses syntactic cues (word order) to predict words. For example, in listening to sentences, the word selected by the learner to complete the sentence must be the correct part of speech.** |

#### C. Vocabulary (Semantics)

| | | |
|---|---|---|
| | | **Nouns** - The learner uses different kinds of nouns to name objects, places, people, and events. |
| | | **Action Words** - The learner uses words of action such as finish, fold, draw. |
| | | **Descriptive Words** - The learner uses words to describe the immediate environment. |
| | | **Relational Terms** - The learner uses words such as longer, most, yesterday, first, on, under, over, before. |
| | | **Synonyms** - The learner uses many different words to express a similar idea. |

| Does | Doesn't | |
|---|---|---|
| | | **Multiple Meanings** - The learner uses the context to select the appropriate meaning of a word with more than one meaning. When listening to a story or sentence which contains word(s) with multiple meanings, the learner understands the correct meaning of the word. |
| | | **Figurative Language** - The learner understands figurative language. When listening to a sentence or story which contains a figurative language phrase, the learner understands the meaning of a sentence. For example, the learner understands metaphors such as "The early bird gets the worm" and analogies such as "She moved as slowly as a turtle." |

#### D. Phonology

| | | |
|---|---|---|
| | | **Intonation** - The learner uses intonation patterns which show an understanding of meaning. |
| | | **Stress** - The learner uses stress patterns which show an understanding of meaning. |
| | | **Dialect** - The learner reconstructs meaning without interference from the sounds of the first language or dialect. |

### II. EXPERIENCE

#### A. Concrete

| | | |
|---|---|---|
| | | *The learner has actually experienced a variety of events, actions, or objects in real life. |

#### B. Vicarious

| | | |
|---|---|---|
| | | *The learner has **not** experienced a variety of events, actions, or objects, but has enough similar or comparable experiences to imagine, infer or reconstruct experiences of close proximity. |

#### C. Abstract

| | | |
|---|---|---|
| | | The learner can relate prints, pictures, graphics to connect experiences. |
| | | **The learner understands concepts which are in themselves abstract such as honesty, liberty.** |

### III. THINKING

#### A. Cognitive Memory

| | | |
|---|---|---|
| | | *The learner can recall specific aspects of a story, narrative, or description. For example, after the learner hears a story, he or she can retell a story by recalling **either** specific details, the main idea, the the sequence of events, cause and effect, or comparison and contrast details **stated** in the story. |

### B. Convergent-Structuring

| Does | Doesn't | |
|---|---|---|
| | | •The learner is able to organize a variety of data or information. For example, after listening to a story, the learner is able to:<br>—imagine - create a mental image of what was read.<br>—categorize the details of the material or story.<br>—compare and contrast details from the story.<br>—determine a pattern or sequence.<br>—determine the cause and effect pattern or structure.<br>—see the relationship of the part to the whole.<br>—visualize information into a physical setting. |

### C. Convergent-Analyzing/Generalizing

| Does | Doesn't | |
|---|---|---|
| | | •The learner is able to form a meaningful conclusion from the information or data which has been organized. For example, after listening to a story, the learner is able to:<br>—make assumptions.<br>—determine implications.<br>—draw conclusions.<br>—determine the purpose of the materials.<br>—determine the main ideas. |

### D. Divergent

| Does | Doesn't | |
|---|---|---|
| | | •The learner is able to apply and use the information and conclusions reached in a meaningful and productive way. For example, after listening to a story, the learner can:<br>—predict relevant outcomes and projects his or her thinking beyond the information given.<br>—take a concept or idea and project its use or implication (hypothesize and infer). |

### E. Evaluative

| Does | Doesn't | |
|---|---|---|
| | | The learner makes judgments and draws conclusions using criteria from different sources. For example, after listening to a story, the learner can:<br>—determine the appropriateness of a judgment by citing evidence from the story.<br>—differentiate between what is fact and what is opinion.<br>—evaluate the motives, qualification, and validity of the authority.<br>—decide on the adequacy of information from which to make a decision or statement and can assess the evidence and decide on its worth. |

## IV. Attitude

| | | |
|---|---|---|
| | | The learner relates literature to own needs, values and behaviors. |
| | | The learner uses reading as a source of data for problem solving. |
| | | The learner shows he/she enjoys reading by choosing to read books and printed materials other than instructional texts and workbooks. |

## INTEGRATED SKILLS

### A. Oral Communication

| Does | Doesn't | |
|---|---|---|
| | | •The learner conveys information, gives descriptions and directions to another in order to accomplish a prescribed task. |
| | | •The learner elicits information needed to complete a task through interviews and questioning. |
| | | •The learner works with another learner exchanging information in order to complete a task. |

### B. Reading

| | | |
|---|---|---|
| | | The learner applies reading skills to utilize library and reference materials. |
| | | The learner reads special forms and is able to explain maps, charts, graphs, tables, illustrations with 75% accuracy. |
| | | The learner reads and comprehends informational materials (representational language) with 80% accuracy in detail and generalizations. |
| | | The learner reads and responds to questions (heuristic language) and similar materials requiring responses with 80% accuracy. |
| | | The learner can read and apply with 90% accuracy, directions and instructional (regulatory) language. |
| | | The learner applies reading skills to the other content areas. |
| | | The learner retells a story he/she has read with 80% accuracy. |
| | | •The learner applies a generalization to a similar situation derived from reading a story or paragraph at his/her level of word recognition competency. |
| | | •The learner summarizes, orally or in writing, a paragraph stating a main throught or generalization after reading a paragraph at his/her level of word recognition. |
| | | The learner begins to structure information he/she reads consciously into categories, cause and effect, comparison and and contrast and part-whole relationships. |
| | | The learner recodes written language as oral language by supplying intonations which indicate understanding. |
| | | The learner can utilize function words, inflections and inflectional agreement as an assist in meaning comprehension. |
| | | •The learner utilizes meanings (semantic cues), sentence context (syntactic cues), or situational context to predict unknown words. |

### C. Writing

| | | |
|---|---|---|
| | | •The learner organizes information in writing in an order that is easy to follow and is identifiable (sequential, chronological, etc.) |

| Does | Doesn't | |
|---|---|---|
| | | *The learner's writing displays effective use of details and supporting information. All necessary information is included and irrelevant information is excluded. |
| | | *The learner combines words and phrases effectively into permitted and appropriate patterns of language (syntax). |
| | | The learner uses words in writing that are clear, accurate, and appropriate to the purpose. |
| | | The learner applies punctuation and capitalization conventions appropriately in writing. |
| | | The learner's writing displays no spelling errors or only a few errors in difficult words. |

## SPECIFIC SKILLS

### A. Reading

| | | |
|---|---|---|
| | | The learner recalls and/or recognizes 80% of the words he/she learns in his/her reading program. |
| | | The learner utilizes recurring parts of known words as an assist in word recognition. |
| | | The learner generalizes and utilizes structural syllabication for pronunciation. |
| | | The learner **generalizes** about phoneme-grapheme relationships of double and triple consonant clusters and vowel pairs and trigraphs. |
| | | The learner **generalizes** about phoneme-grapheme relationships of single short and long vowels and single consonants. |
| | | The learner shows understanding of letter sound relationships by **attempting** to pronounce unknown words. |
| | | **Auditory-Discrimination** - The learner differentiates likenesses and differences in letter sounds. For example, the learner can detect whether or not two words are the same (cat-cat) or different (rat-cat, cat-cot, pot-cot). |
| | | **Auditory Memory/Sequencing** - The learner remembers and recalls in correct order, information that has been heard. For example, the learner can repeat a specific sequence of numbers, sounds, or words. |
| | | **Visual Discrimination** - The learner differentiates likenesses and differences in visual presentations of objects, pictures, and symbols like letters and words. For example, the learner can match identical objects, pictures and symbols. |
| | | **Visual Memory/Sequencing** - The learner recalls prior visual experiences in the correct order. For example, after a word is shown and then removed, the learner can identify that word from among a group of words. After a series of objects, pictures or symbols is presented in a certain order and then scrambled, the learner can place them in their original order. |

### B. Writing

#### A. Idea Development

| Does | Doesn't | |
|---|---|---|
| | | The learner develops a main idea to logical or imaginative conclusion. |
| | | **The learner's writing has clarity and does not ramble.** |
| | | The learner uses simple description. |
| | | The learner uses supporting details. |

#### B. Paragraph Development

| | | |
|---|---|---|
| | | |
| | | The learner's paragraphing fits the subject matter. |
| | | **The learner organizes sequentially and chronologically as appropriate.** |
| | | The learner's paragraphs are developed around a single thought. |
| | | The learner handles dialogue appropriately. |

#### C. Syntax

| | | |
|---|---|---|
| | | **The learner uses complete sentences, avoiding fragments or run-ons.** |
| | | The learner uses a variety of sentence structures. |
| | | The learner uses consistent tense. |
| | | The learner uses possessives appropriately. |
| | | The learner uses pronouns appropriately. |
| | | The learner uses correct subject-verb agreement. |

#### D. Spelling, Vocabulary and Word Choice

| | | |
|---|---|---|
| | | The learner spells common words correctly. |
| | | The learner uses descriptive words; attempts a wider vocabulary. |
| | | The learner uses adjectives and adverbs appropriately. |
| | | The learner uses recently learned words in own writing. |

#### E. Capitalization, Punctuation

| | | |
|---|---|---|
| | | The learner capitalizes the first word in a sentence. |
| | | The learner capitalizes proper nouns appropriately. |
| | | **The learner uses end marks appropriately (period, question mark, exclamation point).** |
| | | The learner uses quotation marks appropriately. |
| | | The learner uses apostrophes appropriately. |
| | | The learner uses commas appropriately. |

#### F. Handwriting

| | | |
|---|---|---|
| | | The learner generally writes legibly. |

## INSTRUCTIONAL PATTERN

| LET-Based | Integrated Skills | Specific Skills |
|---|---|---|
| − + | − + | − + |

More than 15 Doesn't = —

## Matching Assessment Profile to Instructional Pattern

|  | LET-Based | Integrated Skills | Specific Skills | Instructional Strategies (Part II) |
|---|---|---|---|---|
| LET-Based | - | + | + | Pages 20-45 |
|  | - | - | + |  |
|  | - | - | - |  |
|  | - | + | - |  |
| Integrated Skills | + | - | + | Pages 46-82 |
|  | + | - | - |  |
| Specific Skills | + | + | - | Page 83 |
| Fully Functioning | + | + | + |  |

## Description of Instructional Patterns

Eight possible patterns may emerge from the assessment as displayed on the preceding chart. These patterns combine the LET-Based, integrated skills and specific skills discussed earlier. Each pattern is related to a particular set of needs and in turn represents a category of instructional strategies.

### LET-BASED

The LET-Based category provides the learner with the language, experience, and thinking prerequisites the learner needs to comprehend oral and written language. This category is a prerequisite to meaningful skills learning.

For this reason, should a minus appear in the LET-Based column, regardless of the results in the other columns (integrated or specific skills), the LET of the activity should be attended to first before skill instruction proceeds. Learners may learn "skills" in isolation; but without the foundational LET, the learners will have difficulty understanding or comprehending the materials. They may be able to identify sounds and decode words but not understand what they mean in context.

The four (4) possible patterns in the LET-Based category are:

|  | LET-Based | Integrated Skills | Specific Skills |
|---|---|---|---|
| 1. | - | + | + |
| 2. | - | - | + |
| 3. | - | - | - |
| 4. | - | + | - |

## Description of possible LET-Based patterns

|  | LET-Based | Integrated Skills | Specific Skills |
|---|---|---|---|
| 1. | - | + | + |

This pattern is not "normal" in that one cannot usually apply skills (I) without a basic knowledge of the LET of the subject. If this pattern should emerge, it might be that the assessment may have been in error. The learner has the LET of the particular activity, although generally weak in LET background. However, instruction would attend to the LET, either to verify or to teach the necessary LET learnings.

|  |  |  |  |
|---|---|---|---|
| 2. | - | - | + |

This is a common pattern among learners who are "language different" such as pidgin speakers or learners who are not familiar with the vocabulary of the story or activity. The learners can do the skills tasks such as sounding out and identifying letters and punctuating but do not apply skills functionally or comprehend the ideas. The instructional strategy would be to build the LET so that the learner can now apply and use the skills learned or comprehend the ideas better.

|  |  |  |  |
|---|---|---|---|
| 3. | - | - | - |

This pattern indicates that the learner has needs in all areas and that the LET is necessary so skill learning can begin. To begin specific skill instruction would only result in pattern 2, or frustration in skills. The strategy could be to build a strong LET, possibly starting with the learner's LET, since the learner needs to have some "knowns" in the instructional processes.

|  |  |  |  |
|---|---|---|---|
| 4. | - | + | - |

This pattern indicates that the learner can or is trying to integrate skills (process) but does not have the content knowledge. This pattern is not a common one and the strategy is to develop the learner's LET and then utilize the learner's integrative strengths.

## INTEGRATED SKILLS

The two (2) possible patterns in the integrated skills category are:

| | LET-Based | Integrated Skills | Specific Skills |
|---|---|---|---|
| 1. | + | - | + |
| 2. | + | - | - |

### Description of possible integrated skills patterns

| | | | |
|---|---|---|---|
| 1. | + | - | + |

This pattern indicates that the learner has the necessary LET background and the ability to learn specific skills. Where the weaknesses lies is in the learner's application and use of skills to gain meaning. The strategy is to teach skills in a meaningful way which forces the application and use of skills in a functional setting.

| | | | |
|---|---|---|---|
| 2. | + | - | - |

This pattern indicates that the learner has the LET background but has not learned the skills and how to apply and use them. The strategy for this learner is to address the first minus (integrated skills) because the learner has the LET background. In integrative teaching, the LET is used to support the learning of skills. This way, the strength of the learner is utilized to compensate for weaknesses. Once the learner begins to integrate the skills well, concentration on specific skills can begin.

## SPECIFIC SKILLS

There is one pattern in the specific skills category:

|  | LET-Based | Integrated Skills | Specific Skills |
|---|---|---|---|
| 1. | + | + | - |

This pattern is used when the learner has the LET and the integrative ability but has not adequately learned the skills. In this strategy, the emphasis is on direct and specific concentration on skills without the necessity to integrate or build the learner's LET background.

## FULLY FUNTIONING

|  | LET-Based | Integrated Skills | Specific Skills |
|---|---|---|---|
| 1. | + | + | + |

The student who displays this pattern is learning adequately and no intervention is necessary. The present program should be implemented.

## CLASS RECORD

(Planning Sheet)

| Name of Students | LET-Based | | | | Integrated Skills | | | | Specific Skills | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Language | Experience | Thinking | Total | Oral Comm. | Reading | Writing | Total | Oral Comm. | Reading | Writing | Total |
| | | | | | | | | | | | | |
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## PART II

## SELECTING AND UTILIZING INSTRUCTIONAL STRATEGIES

This portion of the handbook provides strategies which may be utilized in planning for instruction based on the analysis described in Part I

### INSTRUCTIONAL STRATEGIES

| A. LET-Based (Yellow pages) | B. Integrated Skills (Blue pages) | C. Specific Skills (Pink page) |
|---|---|---|
| 1. Experience Based<br>a. Using Experiences of Students<br>b. Journal Writing<br>2. Language Based<br>a. Syntax<br>b. Vocabulary Development (Semantics)<br>3. Thinking Based<br>a. Using a Thinking Strategy<br>4. Combinations<br>a. Literature<br>b. Other Content Areas | 1. Language Experience Approach to Reading<br>2. Small Group Discussion<br>3. Communication Activity<br>4. Oral/Class Composition<br>5. Individual Dictation<br>6. Expansion<br>7. Sentence Combining<br>8. Directed Reading/ Thinking Activity<br>9. Cloze Procedure<br>10. Meaning Based Word Recognition -<br>a. Situational Context<br>b. Sentence Context<br>c. Structural Analysis<br>d. LET-Based Phonics<br>11. Language in the Content Areas | Specific skill strategies are not included at this time since most commercial materials emphasize this approach and teachers have an ample repertoire of kits, workbooks and dittoed materials. Teachers, however, can begin to include in this section their own specific skills techniques which have proven highly effective. |

## A. LET-BASED INSTRUCTIONAL STRATEGIES

Page

1. Experience Based

a. Using Experiences of Students . . . . . . . . . 23

b. Journal Writing . . . . . . . . . . . . . . . . 25

2. Language Based

a. Syntax . . . . . . . . . . . . . . . . . . . . . 26

b. Vocabulary Development (Semantics) . . . . . . . 29

3. Thinking Based

Using a Thinking Strategy . . . . . . . . . . . 34

4. Combinations

a. Literature . . . . . . . . . . . . . . . . . . 36

b. Other Content Areas . . . . . . . . . . . . . . 43

## A. LET-BASED INSTRUCTIONAL STRATEGIES

The underlying premise for strategies described here is that language, experience, and thinking form the basis for learning.

The relationship between language and experience is symbiotic. Language enables the learner to relate and communicate experiences to others and to think abstractly and vicariously, providing for the development of creative and original ideas. As experience expands, there is more to relate language to. As language increases, thinking is facilitated. As thinking is facilitated, experiences are used more creatively or in different ways and for different purposes.

Ultimately, the student who is fully functioning in the LET will be using, responding to, and applying language, experience, and thinking as a foundation for learning. Some of the characteristics of such a student are listed below:

A student using LET can:

express his/her own ideas
create art forms and dictate feelings about them
draw a picture and dictate a sentence reflecting an appropriate idea
occasionally initiate conversation with his/her classmates or the teacher instead of merely responding to questions
share own experiences, ideas, feelings, or perceptions with others
express personal opinions on a topic
give simple directions and instructions to accomplish a task
tell a story or event
describe objects, persons, settings
ask questions to get information
give information
explain how something works
use oral language to solve problems

A student responding to LET of others can:

enjoy stories read to him/her
listen to others and relate ideas to his/her own experience

look at a picture and describe details and feelings or draw an appropriate conclusion
retell stories, organizing his/her thinking so it can be shared in an interesting manner
contribute to a discussion
adapt oral language to communication situations
respond to and use nonverbal cues such as facial expressions, gestures, and body movements

A student applying LET can:

locate books, simple charts, graphs, magazines, newspapers, A.V. materials in the classroom
ask for information to complete a particular task
seek answers to his/her own questions through questioning and experimenting

Suggested strategies related to LET are presented on the following pages to assist teachers to focus on the three areas. They are presented in this order:

1. Experience Based Strategies.
2. Language Based Strategies.
3. Thinking Based Strategy.
4. Combinations.

## LET-BASED INSTRUCTIONAL STRATEGY: EXPERIENCE BASED

### Using Experiences of Students

1. What is meant by "using experiences of students"?

   Experience based strategies are those which seek to identify the experiences of the learner. These experiences are then related to ideas or concepts to be learned. In this way learning progresses from known to unknown. This approach capitalizes on the direct experiences of students and the language base students bring to school to develop and refine language and thinking skills in a way that will bring about the integration of all learning.

2. What are the benefits?

   This approach includes all aspects of language development (receptive and productive) and concept development. It can be used successfully with beginning readers, culturally different students, in conjunction with any other approach, and in any content area. The approach insures success and confidence in learning rather than bewilderment and frustration.

3. What are the limitations?

   Teachers need to understand, accept and be committed to the theoretical basis for this approach. They need to be willing to accept the student's existing language as a point of departure and to be able to relate abstract concepts to the direct or vicarious experiences of the student.

4. What are some learner characteristics which indicate that this technique is appropriate?

   This technique seems to be appropriate for all learners at all levels, particularly those who do not seem to have the experiences necessary to comprehend an idea or concept.

5. Instructional Procedures

   If the student does not seem to have the experience of the lesson to be taught, use a questioning technique to:

   a. Try to find an experience he/she can base a vicarious experience upon.

      1) Have you ever seen one like this before?

      2) At home, what do you do at a time like that?

Using Experiences of Students (Continued)

3) When have you done something like this before?

4) What do you think is happening in this picture?

b. Then try to draw the similarities with the learner's own experience and the one to be learned or experienced so he/she can relate it to the one to be learned.

c. Then relate the language (vocabulary, labels) to the experience to establish a meaning vocabulary and a basis for comprehension.

d. Go back to the original sentence, concept, or materials and have the students reread, rethink, and discuss the meanings.

## LET-BASED INSTRUCTIONAL STRATEGY: EXPERIENCE BASED

### Journal Writing

1. What is journal writing?

   Spontaneous personal writing used to help make writing natural and habitual, to enhance the value of everyday occurrences and feelings, and to encourage recording of these for later uses in public composition.

2. What are the benefits?

   This technique frees children to feel and think and to express such feelings and thoughts in writing. It is often a highly motivating technique because it is so personal, enabling children to record their own significant experiences and to express themselves freely and spontaneously without regard for audience or correctness.

3. What are the limitations?

   Since audience and correctness are not features of this technique, it needs to be used in conjunction with other public forms of writing where learners can receive directed assistance.

4. What are some learner characteristics which indicate that this technique is appropriate?

   This technique seems to be appropriate for all learners at all levels.

5. Instructional Procedures

   a. Journal writing is most effective if done everyday for a brief period (15-20 minutes). Each child is given a notebook and told that it is a private journal in which he/she may write whatever he/she wishes. It is not to be read by anyone else, teacher or peers, unless the student wishes to share it and offers to do so. It can provide ideas for "something to write about" later.

   b. Students are instructed to date each entry, to write what they are thinking about or something that happened to them today that they want to remember, how they felt when someone said . . ., did . . ., etc.

   c. Many students at this age will want to share their journal entries with the teacher. When a student offers, the teacher should receive and accept what he/she reads without criticism.

## LET-BASED INSTRUCTIONAL STRATEGY: LANGUAGE BASED

### Syntax

1. What is syntax?

   Syntax refers to the ordering of relationships among words in sentences, which includes the functions and classes of words, word order, and function words.

2. What are the benefits?

   This process helps the child to listen to various syntactic patterns which are considered desired language models. It helps learners to:

   a. Use oral language and determine how meaning is transmitted.

   b. Become aware of redundancies (common patterns and sequences in langauge use) so that they can predict word order, functions, or class.

   c. Use context clues (cloze procedure) and become aware of patterns they may be using.

3. What are the limitations?

   Syntactical development really cannot stand alone, apart from vocabulary (semantic) development.

   Syntactical development in and of itself does not guarantee that a student will be able to read or use context clues in a reading setting.

4. What are some learner characteristics which indicate that this technique is appropriate?

   The learner:

   a. Does not use a wide variety of sentence patterns in oral language or in writing.

   b. Does not use natural or appropriate intonational patterns in relation to the meaning.

   c. Has difficulty substituting appropriate words or phrases in oral language or in cloze procedure activities.

Syntax (Continued)

d. Has difficulty adding words and phrases to a basic sentence pattern such as "The bird sings," "The red bird sings happily," and "The rare red bird sings happily in the wild."

5. Instructional Procedures.

Procedure A

a. Expose the students to a variety of syntactical patterns in a variety of materials such as songs, poems, and stories.

b. Have the students listen for the ideas and make them aware of the different words and intonational patterns.

c. Have the students say or repeat the sentence and discuss the meanings and their feelings and reactions to the way it is said.

d. Discuss any differences or changes in meaning when words or intonational patterns are changed.

Procedure B

a. Select dictated sentences or sentences from a story, poem, or song.

b. Model the sentence by saying it to the student.

c. Have the student repeat the sentence.

d. Discuss the meaning of the sentence.

e. The teacher can then

(1) Repeat the sentence with a word or phrase substituted,
e.g., "The man sang a song."
"The lady sang a song."
"The boy sang a song."

and have the student repeat.
(2) Use a poem which follows a substitution pattern.
(3) Say the sentence and leave a word out, asking students to fill in a word of comparable meaning and function and discussing any meaning changes if unacceptable words are volunteered.

Syntax (Continued)

Procedure C

a. Select a basic sentence pattern and have students add phrases, adjectives, and adverbs in relation to a picture or situation being studied. For example,

(1) Show the students a picture of a field of flowers.
(2) Basic sentence: "I see flowers."
(3) Have students add to the basic sentence based upon the picture clues.

6. Some students may be having difficulty comprehending and using standard English because their first language is different. In this case, students should be provided with a language rich environment with many opportunities to listen and use language for various purposes and audiences. The students' ability to comprehend and use language is dependent upon their facility with the syntactic, semantic, phonological, and morphological aspects of language. Listed below are some suggestions for focusing on the syntactical aspects of language; focus on the semantic, phonological, and morphological aspects is included on the next instructional strategy.

a. From the reading materials or oral discussions, have the students hear the sentence spoken (taped or live). Have the students repeat the sentence. Discuss the meanings and any differences in meanings if the students say it incorrectly.

b. Use the cloze procedure orally or in written form to emphasize different aspects or functions of language.

c. Contrast the syntactical differences in picture context and sentence context (additional ideas in the "Thinking Strategy" are included).

## LET-BASED INSTRUCTIONAL STRATEGY: LANGUAGE BASED

### Vocabulary Development (Semantics)

1. What is vocabulary development?

   Developing preciseness in self-expression and thinking; creating an awareness and desire to expand one's listening, speaking and reading vocabulary; process of labelling experiences and expanding concept development.

2. What are the benefits?

   A student with a good vocabulary usually understands more difficult materials and comprehends better than a student with a limited vocabulary. Also, a good vocabulary usually helps students write more clearly.

3. What are the limitations?

   There is a danger that the study of vocabulary, if isolated, could become an end in itself. The teacher needs to ensure that new words are read or heard in a meaningful context and used in writing and speaking.

4. What are some learner characteristics which indicate that this technique is appropriate?

   The learner:

   a. Does not express himself/herself precisely or clearly.

   b. Has difficulty sharing or understanding ideas because he/she does not have enough words to label ideas or experiences.

   c. Is unable to give more than one definition or meaning for a word (multiple meanings).

   d. Is unable to comprehend what he/she hears and reads because of a lack of a "synonym bank."

   e. Does not know prefixes, suffixes, and root words to help understand unknown words.

5. Instructional Procedures

   Procedure A

   a. Begin by selecting a commonly used word and asking the students to give you other words which mean the same (synonyms).

## Vocabulary Development (Semantics) (Continued)

samples:

| big | laugh | answer |
|---|---|---|
| large | giggle | reply |
| gigantic | chuckle | response |
| huge | cackle | comeback |
| | crow | |

b. Write the word and its synonyms on large cards and place them on the chalk ledge, doors or walls where students will see them. Throughout the day, in conversations with individual students or the class, use the words in such a way that students have to understand the words in order to respond.

c. Have students write their own sentences using the words learned.

d. Additional activities can include having individual students select words from the newspaper; paste them on cards, and paste or write words which mean the same on the back of the cards.

### Procedure B: Developing Basic Vocabulary

When students ask for the meaning of a word, there are a number of ways the teacher can define those words. For example:

a. Definition by example - give the word and an example

chop when someone cuts something into pieces such as a cook chops vegetables or a camper chops wood for a fire.

b. Definition by description - describe the word being defined

an apple is sometimes red, green and yellow; is crunchy, sweet and smooth skinned

c. Definition by antonym - defining a word by using an opposite idea or words

fat - one boy was skinny, while the other was fat

Frank's bag of popcorn was overflowing, while Ethel's bag was empty

d. Definition by synonym - (same as A)

e. Definition by sentence context (cloze procedure)-based on the sentence, have the student try to guess what the word might be

Vocabulary Development (Semantics) (Continued)

f. Definition by word parts - use the meanings of prefixes, suffixes or root words to determine meanings

unhappy

un - not
happy - glad

helpful

help - to aid someone
ful - to be full of

6. Some students may be having difficulty comprehending and using standard English because their first language is different. In this case, students should be provided with a language rich environment with many opportunities to listen and use language for various purposes and audiences. The students' ability to comprehend and use language is dependent upon their facility with the syntactic, semantic, phonological, and morphological aspects of language. Listed below are some suggestions for focusing on the semantic, phonological, and morphological aspects of language.

   a. Semantic Aspects

      (1) In any oral language activity, be aware of expanding the use of:

         (a) Different kinds of nouns to name objects, places, people, and events.

         (b) Common words of action such as finish, fold, draw.

         (c) Common words of description relating to the immediate environment.

         (d) Relational terms such as longer, most, yesterday, first, on, under, over, and before.

         (e) Common words of feeling.

         (f) Multiple meanings of words.

         (g) Synonyms.

Vocabulary Development (Semantics) (Continued)

(2) Create situations and games where the development of vocabulary can be emphasized.

(3) Arrange the room environment so that materials are displayed and labeled to arouse curiosity and questions.

(4) Use events that occur within the classroom, school, and community to develop vocabulary.

b. Phonological Aspects

(1) In any oral language activity, be aware of expanding the use of:

  (a) Sound differences that change the meaning of words.

  (b) Intonation patterns that signal differences in meaning.

  (c) Stress patterns that signal differences in meaning.

(2) Create situations and games where the phonological aspects of language can be emphasized.

c. Morphological Aspects

(1) In any oral language activity, be aware of expanding the use of:

  (a) Derivational affixes such as un-, re-, -ly, and -er.

  (b) Inflectional affixes such as -s (plural), -ed (past tense), and -er (comparative).

(2) Contrast the morphological differences in picture context and sentence context.

## LET-BASED INSTRUCTIONAL STRATEGY: THINKING BASED

### Using a Thinking Strategy

1. What is a thinking strategy?

   A thinking based strategy focuses on important stages of thinking and guides students to process information so ideas and concepts become more usable and relevant. A thinking based strategy concentrates on four major thinking stages:

   a. Seeing relationships.
   b. Identifying ideas and concepts.
   c. Using and applying ideas and concepts.
   d. Evaluating ideas and concepts.

2. What are the benefits?

   This strategy helps students use information more functionally and read and listen with better comprehension.

3. What are the limitations?

   This strategy requires much interactive time with students and requires that teachers have skills in questioning strategies.

4. What are some learner characteristics which indicate that this technique is appropriate?

   The learner:

   a. Does not see relationships.
   b. Does not understand the main ideas.
   c. Does not apply or use the ideas learned.
   d. Does not evaluate ideas effectively.

5. Instructional Procedures

   Sometimes the problem with thinking is that the language or the labels required to help students think are abstract. At other times, students do not have the experiences, real or vicarious, to infer meanings. To help students think, student-teacher interaction is important. The teacher can help the student clarify ideas, develop new ones and see new relationships and alternatives. One of the more important ways to help students think is to use questioning strategies.

   a. By questioning, determine at what level of thinking students need help.

## Using a Thinking Strategy (Continued)

b. If students are having trouble in one thinking stage, go back to the previous stage. If students cannot even recall information, this may indicate that they do not have the language or the experience to engage in that activity. (Go back to an earlier LET strategy.)

c. As students begin to participate and answer at a particular level, proceed to higher levels. The thinking stages are continuous and interdependent.

## LET-BASED INSTRUCTIONAL STRATEGY: COMBINATIONS

As stated earlier, utlimately the student who is fully functioning in the LET will be using, responding to, and applying language, experience, and thinking as a foundation for learning. The following are ways in which LET instruction could be integrated and applied to various areas including literature and other content areas.

a. Literature

b. Other Content Areas

## LET-BASED INSTRUCTIONAL STRATEGY: COMBINATIONS
## Literature

### Outcomes of Literature in K-2 Grades

A willingness and capacity to engage in and to respond to the experience of literature; a fund of experience with different types of literature, with basic literary elements, and with common literary conventions; and a willingness and capacity to express feelings and ideas imaginatively in a variety of media (print, various visual arts, and drama) are the major outcomes of the study of literature for K-2 students.

Although these outcomes contribute to a continuing process of growth in ability to handle linguistic, emotional, and intellectual responses to literature and thus must be considered in the perspective of a life-long education in literature, they have validity of their own. Literature has something to say to students at every stage; they can experience it, respond to it, understand it, and enjoy it.

These outcomes are somewhat different from the outcomes of a reading program, though the two are related. To achieve the goals of a literature program, students must be able to read; to learn to read, students must be exposed to books of literary quality. A good reading program helps students become independent readers so that they can use reading for purposes which are relevant to them. A good literature program helps students become sensitive to the artful use of language, and develop the capacity to enter into and respond to the imaginative world of literature. The foundation for these capacities must be laid in the early years of the students' educational program.

### General Procedures

The outcomes for the K-2 years imply that the literature program must be a pleasurable and satisfying one. It must involve the students with a variety of works and types (fairy tales, realistic stories, traditional tales, poetry, and non-fiction) and with a variety of exploratory activities that encourage them to reflect on the work to discover its import for them, and to express their responses in verbal and nonverbal modes. The general procedure includes both reading aloud to students, and students reading on their own. Experiencing the work through the ear and eye is fundamental in the study of literature. At the pre-reading level all selections should be read aloud; at later levels most of the selections could be read aloud. This procedure might be supplemented by taped presentations where appropriate and by storytelling, if the story teller is an accomplished one.

"Talking about," acting out with or without music, painting, drawing, sculpting, and puppetry are means of providing a concrete base to experience and understand the literary elements of character, setting, and story action, and the literary conventions of language and style, character types, plot patterns, theme, and motif. Students who are familiar, through repeated involvement, with literary elements and and conventions, will have an experiential base for the study of literature at more sophisticated levels. If some students have difficulty in understanding parts of a work, they may be given selected activities before, during and/or after the reading of the work. Activities before the reading may be to develop certain concepts or vocabulary necessary to the understanding of the work, or to raise the essential question or conflict the work deals with. Activities during the reading may include questions and discussions related to the interpretation of the work, its tone and language, or any other aspect that may be difficult. Post-activities may be those dealing with the students' responses to the work, to the extent that they were able to grasp it.

Although the outcome described are the major ones of the study of literature, this section focuses only on the LET in literature to help teachers utilize the students' LET to the fullest in the reading of literary works.

## Language in Literature

All of literature has to do with language, for literature is verbal art. Language is the medium that the author or poet works with.

If language is the essence of literature, it is important for teachers to be aware of how literature communicates its meanings and its effects. There is no special language of literature; there is only the craft of the artist in bending language to purpose. The means are similar whether the work is a story, a poem, or a play:

> Words are chosen for their connotative rather than denotative meanings, because of the associated meanings, feelings and attitudes connotation suggests or implies.
>
> The rhythmic patterns and sounds of words are exploited to create desired effects.
>
> In poetry particularly, sometimes in fiction, word order is altered to enhance the effects of language.
>
> Allusions, references to something real or fictional which lies outside the work, are used. Even in the simpliest of literature for children, there are references to many parts of our culture - to Greek, Roman, and Norse mythology, to history, to the Bible, to real and legendary heroes, to folklore, to other pieces of literature.

Analogies are used to say one thing in terms of something else. The analogy may be at the metaphor level or at the complete structure level. For example, a boy's growing into manhood may be presented as a physical journey through space and time.

Symbols are the most complex device used in literature. An object, character, scene, situation, or sometimes the entire story is given a meaning deeper than is obvious. For example, the cross is a conventional symbol for the whole of Christianity. Complex symbols may not occur often in literature for K-2 students.

## Experience in Literature

The content of literature comes from the world of human experience. Thus the study of literature provides a means for expanding our experiences and deepening our knowledge and understanding. When we read or hear a work, we participate imaginatively in the events, and in the acts, thoughts, and emotions of the characters. This experiencing has many parallels to real experiencing -- we almost actually live the action, feel the emotions, think the thoughts, and voice the utterances. In so doing we push out immeasurably the boundaries set by real-life experiences.

Consequently, it would be limiting to think that students can understand and appreciate a work only to the extent that they can bring to it comparable past experience. All students have fundamental human emotions and awareness of basic human relationship, inborn feel for language, ideas and information of amazing variety, a feel for people and practical circumstance of living, and the power of imagination. The teacher must encourage them to bring to the work whatever may be relevant for the fullest possible understanding.

If students have difficulty in understanding some aspect of a work and experience is the root of the difficulty -- not language, thinking, bias, or other -- the teacher may help them by such means as manipulating representative objects, role playing, involvement in a simulated situation, viewing picture or films related to the problem, and in other ways building up an appropriate situational context.

## Thinking in Literature

Literature offers students ample opportunity for exercising their powers of thinking. Cognitive memory is exercised when students are asked to recall a story sequence and details of setting and character, or to reproduce a dialogue or repeat lines for a choral presentation. When they draw upon their recollection of the story or poem to paint, sculpt, or dramatize, they are exercising their power of recall.

Concentration is required when students are asked to keep in mind a particular point or question as the story progresses, or when they are asked to focus on a special aspect, like setting or a particular character's problem.

Literature provides numerous opportunities for fantasizing, for expressing underlying needs and wishes. Students in the primary years identify readily with fairy tales and fanciful stories because these forms express their needs and desires.

Imagining is at the very heart of a literature program, since stories and poems arise from the human imagination and literature has the power to stimulate that faculty. Students are exercising their power of imagining, when they are asked to think ahead to possible solutions; reconstruct characters, settings, and events from the language of the story; and project the known into new combinations and relationships.

Valuing occurs naturally in students' responses to literature. "I like this story" is the step before "I like stories like this" and "I like this story better than that," which in turn precede "I like this story because...," and utlimately leads to "This story is artistically superior to (or better constructed, or more convincing than) for these reasons." Matters of preference, taste, and attitudes involve this kind of thinking.

Although literature provides many opportunities for students to exercise the mental powers concerned with forming conclusions, judgments, generalizations, hypotheses, with raising pertinent questions, working out solutions, predicting outcomes, making valid comparisons, and seeing cause and effect connections, students in the primary years should not be pushed into conceptualizing at the adult level. However, there are activities and many kinds of questions that can be used to invite the students to speculate, to compare, to reflect on the story, to make judgments, and to predict outcomes.

Non-verbal thinking -- the modes of some of the other arts -- should also have a place in the literature program. Students should be encouraged to express their ideas in a variety of non-verbal ways -- through painting, collage making, drawing, sculpting, music, dance, and body movement.

## Suggested Types of Questions and Activities

There are limitless possibilities in the use of questions and activities that the teacher might devise to help students not only to apply and expand their LET but also to achieve the outcomes of a literature program. The following are samples of questions and activities that might be used. The choice the teacher makes would depend greatly upon the work itself.

### Language

Discussions on the special ways in which writers use language might be conducted as they occur in the work being read. The questions asked will depend on the specific uses. Students should not be pushed to verbalize the ways in which writers use language; rather, attention should be focused on developing the students' awareness of it.

This word(s) was used for a reason (connotative meanings, sounds, rhythmic pattern). What does the word(s) make you think about? What kinds of feelings do you get from the word(s)?

The word order has been changed in this sentence. What happens when the word order is changed? How do you feel?

Discuss the allusions. What meaning is conveyed by the allusion? If students are not familiar with the allusion, the teacher might want to go back to the original source.

Discuss the analogies. What two things are being compared? How does the use of the analogy affect you?

### Experience

What does the story make you think of? Does the character remind you of someone you know? What does he or she do or say that is like someone you know?

If you were the character, would you have done the same thing? What would you have done?

Would you like to be like the character? Why? Why not?

Is this story like another you have read or heard? Why?

How does the story make you feel? What other things (objects, events, people) made you feel the same?

How would you solve the problem the character had? Have you faced a similar problem? How did you solve the problem?

Can you think of a time when what happened in the story happened to you?

Does the place where the story occurs remind you of a place you know? How are the places alike? How are they different?

Do the characters act like real people?

### Thinking

What kind of persons were the main characters? Are the main characters alike? How are they alike? How are they different?

What did the character do that was so important?

What did the character want? How did he or she go about getting what he or she wanted? Was it a good way to do it?

In what kind of place does the story take place?

What happens in the story?

Why is it that different people can look at the same thing and feel differently about it?

Why are differences important?

Does the writer like what he/she is writing about? How do you know?

What was the character's problem? What caused the problem?

How did the character solve the problem?

What else could have happened in the story?

What do you think happened before the story took place? What do you think happened after the story took place?

Did the character change in the story? How did he or she change? What caused the changes?

Why do you like or not like the story?

### Activities

1. Written Composition:

   (a) Write solutions to certain problems presented in a piece of literature.
   (b) Describe a character who entered the story toward the end of the story.

   - (c) Describe own feelings about the story.
   - (d) Give alternative reasons for causes of a certain problem in the story; how problem was solved; who solved it.
   - (e) Describe another way of ending the story.
   - (f) Write what you think about the character.
   - (g) Write a short story telling what else a character in a story read might want to be or do.

2. Dramatization: (Role playing, re-enacting, pantomiming, body movements)

   - (a) Portray selected episodes or events in story.
   - (b) Portray the characters.
   - (c) Portray the setting.
   - (d) Portray feelings and moods created by the story.

3. Various Visual Arts: (Painting, drawing, sculpting, montage and collage making, dioramas, puppetry)

   - (a) Illustrate scenes to show setting and mood.
   - (b) Illustrate characters.
   - (c) Illustrate important events.
   - (d) Illustrate what the selection says to the student (interpretation).
   - (e) Illustrate own experiences as related to the story.

4. Through Small Group Sharing:

   - (a) Share with others works/books read or heard.
   - (b) Read to each other favorite portions of a story, especially to show how effectively author uses style to make the episodes interesting, exciting, humorous, or sad.
   - (c) Relate and disucss similar experiences in personal life with those of the characters in the story.

## LET-BASED INSTRUCTIONAL STRATEGY: COMBINATIONS
### Other Content Areas

General procedures for the application of LET instructional strategies to content areas such as social studies and science are outlined below.

1. Developing interest, awareness, and purpose.

    a. Have students generate problems, interest areas, and topics in a discussion.

    b. Delineate areas or general categories and have students generate areas or topics of interest under each.

    c. Discuss relevant (to your goals) issues of the day, noting interest generated.

    d. Develop a list, or have students develop a list, of questions for which they would want answers.

    e. Bring objects and pictures and ask students to share their personal reactions.

    f. Share your own interests so that your interests and enthusiasm are transmitted.

    g. Select controversial or popularly accepted ideas and take an unpopular stance.

    Example: All kids are rotten.

    h. Use bibliographies and almanacs to stimulate interest, research, and questions.

    i. Use forms of expression which capture the natural talents of the learner.

    j. Have some functional end goal to apply the knowledge and concepts learned.

2. Determining the extent of present knowledge of the learners in language, experience, and thinking (conceptual readiness).

    a. Diagnostic/testing approach

        - Use cloze testing and procedure
        - Identify key vocabulary concepts

b. Discussion approach

- Classify student responses
- Emphasize language, experience, and thinking

c. Question approach

- Ask language, experience, and thinking questions

d. Language-vocabulary decoding level approach

- Have students read text orally. If the language, experience, thinking level is too difficult, discard/modify the lesson.

3. Accommodating the language and experience of the learners so they can begin to engage in the ideas of the lesson.

a. Relate, translate, associate the experience and ideas to the learner's background and experience.

b. Relate, translate, associate the vocabulary to the learner's existing language by different defining techniques.

4. Negotiating alternative goals on purposes.

a. Question and cue to elicit the students' opinions, guesses, or predictions.

b. Validate a list of predetermined ideas or concepts.

c. Find information to document or prove a point.

d. Read or listen for fun or to satisfy a personal goal.

5. Reading and listening as processes of validating goals or purposes.

6. Structuring or restructuring concepts or ideas.

(Refer to section on "Thinking Based Strategy," page 33.)

7. Teaching and reinforcing needed skills.

a. Vocabulary - in context by defining, by thinking (Refer to "Vocabulary Development" page 27.)

b. Meaning based word recognition - structural analysis
   context clues
   situational clues
   (Refer to "Meaning Based Word Recognition" page 74,)

c. Thinking - information processing
   validating
   analytical processing
   (Refer to "Thinking Based Strategy," page 33.)

8. Applying ideas to validate learning in artificial or simulated situations.

   a. Questioning, divergent

   b. Problem solving

   c. Apply the same idea to a different situation

   d. Use the idea to prove

9. Using ideas to increase use and transfer to real situations.

   (Same as above but used in real life situation.)

In summary, some of the important questions to ask when teaching the LET of the content areas are:

1. Is the topic interesting, relevant, or purposeful to the learners? Can I make the topic fun, spirited, or challenging?
2. Do the students have the necessary background information, vocabulary and concepts to understand the selections?
3. How do I fill in the gaps enough so they can learn without being overwhelmed?
4. How do I help students understand the major ideas and concepts?
5. What language, experience and thinking skills do I have to teach?
6. How do I know students have learned the concept and can use it in their daily life?

## B. INTEGRATED SKILLS INSTRUCTIONAL STRATEGIES

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## B. INTEGRATED SKILLS INSTRUCTIONAL STRATEGIES

As mentioned earlier, integrated skills instruction purposefully uses the learner's LET simultaneously with the teaching of skills. This type of instruction provides learners with a meaningful setting based on their own LET to assist them in applying skills in a functional way. The basic concept of integrated teaching is to start with an idea, teach the skills, and end with an idea.

Suggested strategies are presented on the following pages to assist teachers to focus on the interrelationships between oral language, reading and writing.

## INTEGRATED SKILLS INSTRUCTIONAL STRATEGY

### Language Experience Approach to Reading

1. What is language experience approach to reading?

   Use of the students' own experiences and language as a base for developing reading skills; creating a link between what students have experienced, what they have thought and felt, what they have said, what the teacher has written, and what they can read.

2. What are the benefits?

   This approach emphasizes reading as a communication skill grounded in the personal experiences of the learners. It is usually a highly motivating approach because the reading material, which consists of the student's own experiences, is very meaningful to the students.

3. What are the limitations?

   Because this is a highly integrated, holistic approach to reading emphasizing meaning, the teacher needs to ensure balance in skill development.

4. What are some learner characteristics which indicate that this technique is appropriate?

   This technique appears to be effective for all learners at all levels. It is especially useful for students for whom the teacher cannot seem to find appropriate reading materials.

5. Instructional Procedures

   a. Discuss any activity, event, interest, book, article, or photo with the students.

   b. Develop an experience chart, class composition, or story from the discussion (See page 54 ). Use large chart paper so all members of the group can see you writing what they say.

   c. Read the completed story back to the group. Then have the group read the story back to you.

   d. Ask different students in the group to read back their contributions or point to specific sentences and ask individual children to read these back. (You may have to assist with some words.)

e. Select words and phrases from the experience chart for developmental work.

Samples:
-- words beginning with the same letter.
-- words that rhyme or sound the same at the end.
-- words and phrases that tell what someone did.
-- words and phrases that tell how someone felt.

These words and phrases can be put on flash cards for drill work or written on another chart and kept posted in the room.

f. As soon as they are able, students should write the words selected from the story and try to come up with additional words beginning with the same letter or following the same pattern. Students can also be asked to create sentences using these words and phrases.

g. Leaving the story posted for individual students to read on their own or for class review is recommended. Periodic review of the selected words and phrases is necessary for skill development.

h. Refer to integrated instructional strategies for word recognition (pages 74-81) for additional skill development suggestions.

What is presented here are only a few possible samples. Teachers are encouraged to expand upon these and also to refer to commercially available materials focusing on this approach.

## INTEGRATED SKILLS INSTRUCTIONAL STRATEGY

## Small Group Discussion

1. What is small group discussion?

   Pupil-to-pupil free talk in small groups used to develop thought and speech.

2. What are the benefits?

   Small group discussion provides learners with the opportunity to participate and interact. Through discussion learners can pick up ideas from each other and develop them, corroborate, qualify and challenge, build on and vary each other's sentences, statements, and images thereby developing their thinking and verbalizing skills for reading and writing.

3. What are the limitations?

   The effective use of this strategy is dependent upon a)a good climate in the classroom for peer-talk and listening to talk; b) learner motivation which in turn, depends upon the nature of the topic and how it was chosen; and c)the number and personalities of the people forming the group.

4. What are some learner characteristics which indicate that this technique is appropriate?

   This technique appears to be appropriate for all learners at all levels.

5. Instructional Procedures

   One of the major purposes of small group discussion is to develop and maintain certain speaking habits such as listening and responding and certain conceptual habits such as defining, summarizing, and evaluating.

   The teacher needs to:

   a. Establish a place in the room where a small group of students can work without too much distraction. (The younger the learners, the more difficult it is for them to concentrate on a specific topic and to listen to others and adapt their talk to others.)

   b. Provide a model for the class by listening to and valuing student peer talk.

Small Group Discussion (Continued)

c. Encourage participating, listening and sticking to the topic. Set up the basic conditions (as rules if needed).

    1) Group members need to agree on a topic (if self-selected), or have it clearly explained so that each member understands what the purpose of the discussion is.

    2) Say what they think about the topic.

    3) Listen to what others say about it.

    4) Respond to what others say.

    5. Stick to the topic.

d. Provide necessary guidance and encouragement to the shy, reluctant student.

e. Increase the sophistication of the discussion when learners are ready for it by sparingly interjecting questions calling for elaboration, clarification or qualification.

Small group discussion works most effectively when the topics are embedded in integrated language arts activities such as:

- reacting and responding to stories, poems and other forms of literature.
- sharing, reporting on, and extending a group or personal experience.
- sharing art work, responding to pictures and developing captions and titles for these.
- creating dialogue for a given comic strip.

## INTEGRATED SKILLS INSTRUCTIONAL STRATEGY

### Communication Activity

1. What is a communication activity?

   Purposeful use of language in a small peer group in order to complete a predetermined task.

2. What are the benefits?

   This technique provides for a controlled, but unpredictable, functional use of language. Tasks can be sequenced to develop control over specific aspects of the communication process; linguistic cues are left unpredictable. Students determine, select, and use the language elements which will be of most benefit to them in accomplishing the prescribed task. Communication activities integrate thinking, language, and problem solving in a social setting.

3. What are the limitations?

   This approach will not necessarily develop a pattern of speech related to a standard dialect since getting the message across and completing the task are emphasized more than language form.

4. What are some learner characteristics which indicate that this technique is appropriate?

   The learner:

   a. Has difficulty comprehending the flow of oral language.

   b. Is not consistently able to follow and give directions.

   c. Is not task oriented and does not interact purposefully in peer groups.

5. Instructional Procedures

   a. Set up a series of tasks which require different types of thinking skills and language use. Examples: Tasks which require learners to:

      1) give directions

      2) describe something

      3) give information

      4) ask questions to elicit information

Communication Activity (Continued)

5) interview others

6) exchange necessary information with another learner or a group of learners.

b. Provide the materials and guidelines necessary to perform the tasks. (Some teachers may want to set up communication activities centers.)

c. Form small peer groups of 2, 3 or 4 learners.

d. Orient the class to the procedures, emphasizing that the aim is to work together to perform the task (group) or to get your partner to perform the task. They must figure out the best way to do this and, if the task is not performed correctly, they must try again, changing their directions, questions, etc., until they can achieve their purpose using verbal language alone.

## INTEGRATED SKILLS INSTRUCTIONAL STRATEGY

### Oral/Class Composition

1. What is oral/class composition?

   The use of a common experience, interest, or activity to elicit discussion, thinking, and the composing of a group story which is recorded by the teacher.

2. What are the benefits?

   This process allows the students to dictate their reactions to a shared experience, activity, book, etc., freely without dependence or concern for the mechanical aspects of writing. It provides emphasis and attention to the act of "composing."

   Students are able to see their own words in writing and begin to acquire an understanding that "what I can think and say can be written and is worth writing."

3. What are the limitations?

   The process is dependent upon a commonly shared experience, activity, interest, so that the entire group (whatever the size) is involved in the discussing, thinking, and composing process.

4. What are some learner characteristics which indicate that this technique is appropriate?

   The learner:

   a. Is eager to talk about his/her experiences and wants to keep a record.

   b. Is not yet able to do independent writing (cannot form letters, spell, punctuate, etc.).

   c. Thinks he/she doesn't have anything to write about.

   d. Thinks his/her thoughts and expressions aren't good enough to put down in writing.

5. Instructional Procedures

   a. Elicit from the group a discussion of a shared interest, experience, or activity.

   b. After some preliminary discussion, let the students know that you are going to write down or record this experience or ask them if they wish to keep a record of what happened.

Oral/Class Composition (Continued)

c. Use either chart paper or the chalkboard. Ask questions which direct the group's attention toward composition and organization: How shall we start this story? Can someone think of another way? Which way do you like? What should we say next? Is this the way the story should end? Have we told the story in the proper order? Let's go back over this and decide which sentences to keep in the story and how they should be arranged.

## INTEGRATED SKILLS INSTRUCTIONAL STRATEGY

### Individual Dictation

1. What is individual dictation?

The use of a student's own speech and experience as recorded by the teacher.

2. What are the benefits?

This technique allows young children to express themselves freely and fluently without having to worry about the mechanical problems of writing and without having to limit themselves in length.

Seeing their own words on paper helps students establish a tie between oral speech and writing. Also, students begin to acquire an understanding that "What I can think and say can be written down."

3. What are the limitations?

This technique requires time, both to plan and to execute.

4. What are some learner characteristics which indicate that this technique is appropriate.

The learner:

a. Is able to talk about topics of interest and personal experiences.
b. Shows interests in having his/her words recorded.
c. Is not able to write yet.
d. Needs to learn that reading and writing are related to speaking.

5. Instructional Procedures

a. A general method of initiating individual dictation is to have students tell about an artwork they have created or about a picture. The teacher records the student's speech either directly on the student's artwork or on a note pad. Later, the student's "story" is copied on a story strip and pasted on the bottom of the picture. The teacher reads it back and assists the student in reading his/her own words back.

b. News items or information shared spontaneously by individual students, can be written on the chalkboard.

Individual Dictation (Continued)

c. The teacher can take dictation directly on the typewriter if one is available in the classroom.

d. Students can be encouraged to make a sequence of pictures for a story. After stories have been dictated, they are typed either directly on the pictures or on attached story strips and then bound into individual books.

e. Students who listen to stories regularly and have already dictated labels and sentence captions will be able to dictate longer, more complex stories (including setting, characters, sequence of events, and climactic experiences). Older children in the school can learn to take dictation. When it becomes impossible to record the full language of an individual student, the student, should be asked to summarize the main ideas.

f. Students may want to tape record their stories in a quiet corner which has been set up for this purpose, and teacher and student together will listen to the story while the teacher writes the story.

## INTEGRATED SKILLS INSTRUCTIONAL STRATEGY

### Expansion

1. What is expansion?

   The use of a kernel sentence, an unfinished sentence, or an unfinished story to be expanded or completed by the student.

2. What are the benefits?

   This technique provides students with a model which they can build upon or add to in their own way.

   It focuses on integrating technical skills, language resources, and imaginative thinking and helps to develop and expand syntactic and semantic skills.

3. What are the limitations?

   The content of the core sentences and unfinished stories needs to be of interest to students or familiar enough to stimulate an imaginative response.

4. What are some learner characteristics which indicate that this technique is appropriate?

   The learner:

   a. Has difficulty writing complete sentences.

   b. Writes only simple sentences.

   c. Doesn't know what to write about or is afraid to write.

   d. Writes stilted, brief compositions.

5. Instructional Procedures

   Unifinished stories

   a. Have students listen to a taped story (or one the teacher reads) which stops at an exciting point and is left unfinished.

   b. Students are then asked to write what they think happened next and how the story ended.

   c. Students' writing can be shared within small peer groups or with the total class and discussed.

Expansion (Continued)

d. Discussion should focus on whether the ending was realistic based on the story starter and the number and types of different endings possible from that story starter.

Kernel Sentences

a. Begin by eliciting from the students one statement about something someone does. For example: "George goes fishing." Write the students' statement on the board.

b. Ask another student to add to the statement. If he/she can't think of anything, ask when? or with whom?

c. Keep asking students to add to the sentence. All additions are written on the board. The object is to build as long a sentence as possible and still make sense.

Sample expanded sentence:

George goes fishing.
After school George goes fishing.
After school George goes fishing with his friends.
Everyday after school George goes fishing with his friends.
Everyday after school George goes fishing with his friends until they get too hungry.

## INTEGRATED SKILLS INSTRUCTIONAL STRATEGY

### Sentence Combining

1. What is sentence combining?

   Taking the information found in two, three, or more sentences and restructuring it into one sentence.

2. What are the benefits?

   This process enables the student to develop syntactical flexibility and maturity. It increases the students use of complex sentences and develops an awareness of how much information can be included in a single sentence (conciseness and clarity).

3. What are the limitations?

   The process is dependent somewhat on the students ability to understand most of the language of the sentence or paragraph.

4. What are some learner characteristics which indicate that this technique is appropriate?

   The learner:

   a. Writes only in simple sentences or writes using a string of simple sentences joined by the word and.

   b. Does not have "sentence sense."

   c. Demonstrates poor grammar and usage in writing.

5. Instructional Procedures

   a. Start by giving students two or three simple sentences and ask them to combine them into one sentence.

   b. Have students share their products and discuss them. How many different varieties of sentences were written? Was any information left out? Do any of the sentences produce a change in meaning? If yes, why?

   c. After an initial session or two, students are usually able to grasp the idea and work on their own.

   d. Give students a paragraph with mostly simple sentences and ask them to combine as many sentences as possible.

Sentence Combining (Continued)

e. Share and discuss student products. How many sentences used? Was information distorted, changed? Is it easier to read? More interesting?

Sample sentences:

| | |
|---|---|
| That lady is my mother.<br>She is busy. | The busy lady is my mother.<br>My mother is the lady who is busy.<br>The lady who is busy is my mother. |
| My uncle planted tomatoes.<br>He likes to eat tomatoes. | My uncle plants tomatoes each December because he likes to eat them.<br>My uncle, who likes to eat tomatoes, plants them each December. |

INTEGRATED SKILLS INSTRUCTIONAL STRATEGY

## Directed Reading/Thinking Activity (DRTA)

1. What is a directed reading/thinking activity?

   DRTA is a process which closely follows the natural process of thinking and processing information. It starts with a self questioning or predicting phase, which requires the student to come up with a goal or purpose for reading or listening. The student is directed to read or listen in order to invalidate or validate that goal or purpose. In the last phase, the student is asked to document or give evidence to support the validation. The process provides the student with a learner based, concept oriented, comprehension approach to reading.

2. What are the benefits?

   The Directed Reading/Thinking Activity approach to comprehension has its primary emphasis on involving the reader totally before reading, while reading, and after reading. It assumes that reading-thinking becomes much more effective when the reader is involved in personal purposes for reading anything. The "involvement" includes the reader's freedom and responsibility of setting definite purposes for reading before reading the total selection.

   Skills of scanning, skimming, reading for details, and using meaningful word recognition skills can be well integrated.

3. What are the limitations?

   In group settings, the process requires that the teacher be skilled in questioning techniques and that students read or listen to the same material. Because of this, there may be some problems related to grouping and to the development of the necessary climate for students to interact freely.

4. What are some learner characteristics which indicate that this technique is appropriate?

   The learner:

   a. Does not seem to comprehend well.

   b. Does not relate the events, ideas to own life.

   c. Does not seem interested in reading for ideas.

   d. Does want to set own goals and purposes for reading.

Directed Reading/Thinking Activity (Continued)

5. Instructional Procedures

   a. In narrative (story type) selections:

      1) The children in the group are directed to set purposes for reading by making predictions regarding the content (events, characters, etc.) of the story by looking at the title and pictures, etc. (See other suggested procedures for this step on another page.)

      2) After all predictions are voiced, the children are directed to read the selection silently remembering their predictions to determine which are supported by evidence, completely, partially, or not at all.

      3) After the selection is read, discussion is carried on with the predictions as starting points. The teacher should have in mind the specific comprehension questions which he/she feels should arise and ask such questions at appropriate points in the discussion.

         When certain responses are given, the teacher should ask particular children to verify their points by asking them to locate the part in the selection which verifies the point and to read that part out loud. E.g., Child: "John's prediction that Mr. Brown was angry was right." Teacher: "Find that part and read it to us." Discussion on that point continues. Such skills as making inferences are bound to arise in such a procedure. A child who reads literally may disagree with another child who has gotten the point by reading inferentially. Such interaction among children should be encouraged.

      4) When the discussion with the use of children's predictions (purposes) has been completed, the teacher may raise other questions which might not have arisen in the natural course of the discussion.

b. For expository or factual selections:

1) Alternative 1

a) Ask children to give all information that they have or think they have regarding the topic. Write each given information on the board, classifying the information according to such topics as Who, What, Where, When, Why, How.

b) Follow steps #3 and 4 above.

2) Alternative 2

a) If very little information is known to children on the given topic, have them use the pictures, main title and sub-titles, topic sentences from some paragraphs, and raise questions as to what they would like to find out about the subject. The questions serve as purposes.

b) Follow the same procedures for silent reading, discussion, and oral reading as suggested for story-type selections.

### 6. Additional Information about DRTA

a. The materials

Graded basal or supplementary readers are appropriate, provided that the material is at the children's independent or instructional level.

The procedures are applicable when working with one child or with a group of children.

b. How to handle new words

Since the material is at the child's independent or instructional level, only a few words are assumed to be new. New words are not introduced as typically suggested for each selection before the selection is read in most teacher's guides to basal readers. Instead, when students come to a word they do not know, they are directed to use context clues combined with phonetic/structural skills. ("Read to the end of the line. Break the word into parts." "Read to the end of the line. What are the beginning and ending sounds of the word?") When students cannot figure the word out themselves, the teacher helps them, using whatever method is best suited for them at the time.

7. DRTA Purpose Setting Techniques.

The following suggestions are made to begin the predicting process.

a. Title and first picture

b. Title and first two pictures

c. All pictures and title

d. First and last pictures and title

e. First, middle and last pictures and title

f. Title and unit title

g. Title only

h. No title but first picture

i. Read to end of first page and then report on purposes

j. Read to middle of story and then report on purposes

k. Read up to last page of story and then report on purposes

l. Read last page and report on purposes

m. Use title and first picture and read one-third of story and then report on purposes. Then read on until two-thirds of story has been read and again report on purposes.

n. Use title and first picture and read one-fourth of story and then report on purposes. Then read on until one-half of story has been read and again report on purposes, and read on until three-fourths of story has been read and again report on purposes.

8. Validating Predictions.

The predictions are validated by guiding students to reach one of the tentative decisions listed below.

a. Predict

(Use all clues, i.e., if a picture is being used, use all possible clues from the picture; the same for the use of a title as clue source; the same for reading the first page, etc.)

b. Read to find out if predictions were

1) Right

2) Almost right

3) Half right

4) Wrong

5) Not yet answered

6) Should be changed

c. Share findings

d. Predict again

9. DRTA--As Related to the Individualized Reading Program.

An individual DRTA is designed to teach children the skills of book selection and critical reaction. These skills are a major attribute to maturity in reading and can only be taught well in a circumstance in which children work with varied materials of their own choice. It is in this sense, each child reading a different book, that these lessons are individualized. Otherwise the lessons are conducted in a group setting. Pupils meet in their regular reading groups; they discuss book selection under teacher direction as a group; and they present the final outcome of their critical reactions for group evaluation.

Directed Reading/Thinking Activity (Continued)

Also during an individual DRTA an opportunity is presented to apply vocabulary and comprehension skills. This is a particularly important learning setting because here the teacher has an opportunity to guide these skills when students are reading books of their own choice for their own purposes. Consider, for example, the fifth or sixth grade beginning for the first time Heidi, or Twenty Thousand Leagues under the Sea. It is here that the advancing reader needs the support of a group setting and the watchful guidance of a trained teacher.

From the foregoing it can be seen that the reading of selected books is done largely in class with the teacher present and free to check vocabulary and comprehension and to assist in the adjustment of purposes. Further it should be understood that the individual DRTA is not the same thing as independent reading which pupils do more or less on their own. The latter should be carried on in addition to the individual DRTA. It might be well to alternate group DRTAs with individual DRTAs. (1 week/1 week; 2 week/2 week; 3 week/3 week basis.)

An outline of the three principal steps, using the 3 week/3 week plan follows. Notice that several days or more may be devoted to Step I. A week or more may be spent on Step II. And during this period group discussions may be called to work on vocabulary skills, or any other basic skills need related to the activity. Step III is usually completed on one or two meetings though outside time may have been devoted to the preparation of the particular reaction to be shared.

A question frequently asked by teachers new to this activity is: "How do you check comprehension if you have not read the book?" A good reader always thinks ahead and can say what it is he anticipates when asked. So to check comprehension ask: "What's going to happen next? Why?" or "What do you wonder right now? Why?" or "What are you expecting to find out about in the rest of this page? Why?"

I. Directing selection skills

    A. Assessing

        1. Background experiences
        2. Responsibilities

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Directed Reading/Thinking Activity (Continued)

3. Interests

B. Appraising trends in reading selection

1. Variety of choice
2. Quality of choice

C. Exercising selection skills

1. Sharing goals
2. Finding books
3. Declaring purposes for reading

II. Guiding silent reading

A. Directing basic skill application

1. Vocabulary
2. Comprehension
3. Adjustment of rate to purpose

B. Appraising selection and purpose

1. Pursuing purpose
2. Exchanging or extending selection
3. Modifying purpose

III. Eliciting critical reaction

1. Evaluating purpose attainment
2. Finding supporting evidence
3. Selecting the appropriate means of presentation
4. Preparing and sharing outcomes

10. Variation of DRTA for students who are not independent readers

A similar approach in which the teacher reads to the students can be used as a directed listening-thinking activity. General procedures for the teacher:

a. Consider the following when selecting materials:

1) Appropriate length of the story or material
2) Interest, relevance to the children
3) Language level of children

Directed Reading/Thinking Activity (Continued)

b. Consider the following instructional aspects:

   1) Identification of ideas and concepts
   2) Identification of appropriate questions to foster comprehension through questions to develop word meanings and thinking skills

c. Prepare discussion questions such as:

   1) What do you think this story is about?
   2) Look at the pictures and the title. From the picture and title, what do you think the story will be about?
   3) Have you ever (been, seen, heard) .....?
   4) When do you think it occurred?
   5) Where do you think it occurred?
   6) Do you know the meaning of .....?

d. Read the selection to the students.

e. At different intervals, stop to check on the meaning of a word or the development of the concepts by using questions such as:

   1) What is the meaning of _____? What events or statements in the selection helped you to select that meaning?
   2) Do you agree with _____? Why or why not? (The teacher will ask the students if they agreed or disagreed with the statements made by their peers.)
   3) What is happening in the story? Why do you think _____ is acting the way he/she is? What would you do in a similar situation? Why? What do you think _____ should do? What do you think will happen?

f. Question students after the reading of the selection.

   1) What was the main idea of the story?
   2) What part of the story gave you the idea?
   3) Were your predictions correct?
   4) Do you feel the information in the selection is correct?
   5) Why or why not?
   6) Would you have acted the same way as _____?

## Directed Reading/Thinking Activity (Continued)

7) If you were in the same situation, do you feel you would have done the same thing as _____?
8) Was the story interesting?
9) Did you learn anything from the story?
10) Was it worthwhile?

## INTEGRATED SKILLS INSTRUCTIONAL STRATEGY

### Cloze Procedure

1. What is it?

Cloze procedures utilize the meanings of passages and sentences to help the learner to predict or guess at unknown words. It is a "fill in the blanks" approach which emphasizes meaning and comprehension. The student can read aloud or silently. The student can "say" the word or write the words they feel should be in the blanks.

The basic question is "DOES IT MAKE SENSE?"

The cloze procedure utilizes the learner's language and conceptual knowledge. Based upon these "knowns," the learner engages in the process of anticipating and predicting "unknowns." The cloze procedure is a process of divergent thinking, restructuring or matching of past experience and knowledge, as well as an evaluation or checking process.

Because of this, reading instruction closely parallels the natural language learning processes, somewhat eliminating the artificiality and abstractness in teaching reading. This gives the learner the advantage of "knowing something about" what he/she is reading, or if not, cues the teacher that the materials are inappropriate or too difficult. It emphasizes meaning or comprehension as the sole goal of reading and allows for educated guessing, capitalizing on meaning and sentence clues to word recognition rather than depending on phonics or letter-sound relationships alone. Similarly, as in language learning, the learner is more willing to risk and make errors; visual accuracy and tracking do not become the primary goals in reading instruction.

An important consideration: reading in the content field is made more practical by using the cloze process. It can be used with any content field materials without drastically changing the content of what is read.

The blanks in the cloze procedure could be specific--verbs, nouns, figurative expressions, key meaning carrying words, or the blanks could be arbitrarily determined by deleting every 5th or 10th word.

2. What are the benefits?

The cloze procedure is easy to employ with any printed material from any source, including language experience stories. It can

Cloze Procedure (Continued)

be used for comprehension as well as for attacking words. It is not content bound so it can be integrated into the content areas. It is a diagnostic as well as an instructional tool. The student is encouraged to read for meanings rather than words.

Some purposes for using the cloze procedure in reading are:

a. Recognizing the referent for pronouns.
b. Using correct inflectional endings.
c. Appreciating figurative language.
d. Comprehending details, relationships, and main ideas.
e. Improving vocabulary development.
f. Understanding grammatical relationships, word classes, and function words.

Some uses of the cloze procedure in writing are:

a. Writing more complex sentences.
b. Using thinking relationships.
c. Expressing ideas more clearly.
d. Increasing use of adjectives, synonyms, and antonyms.
e. Writing complete sentences.

3. What are the limitations?

The students need to understand most of the language of the sentence or paragraph. In order to use the sentence context, the student must possess a sufficient vocabulary and concept knowledge of the topic.

4. What are some learner characteristics which indicate that this technique is appropriate?

The learner:

a. Is not reading for meaning but for decoding of words.
b. Does not comprehend what he reads.
c. Has difficulty decoding but seems to be able to get the meaning of the sentence.
d. Does not apply skills.

5. Instructional Procedure.

a. Vocabulary Emphasis, No. 1

Cloze Procedure (Continued)

1) Select a passage and delete vocabulary items.
2) Have students read the passage silently and fill in the blanks with the words they feel are appropriate.
3) Have individual students read their passages and discuss the reasons why specific words were chosen.
4) Compare the student's words with those of the original passage.
5) Discuss differences and similarities in words and meanings.

b. Vocabulary Emphasis, No. 2

1) Have students read a story or paragraph silently. Have them delete or mark off words in the passage depending on what you want emphasized--actions, events, people, pronouns, words with a certain sound, prefixes, suffixes.
2) Have them substitute other words for those deleted.
3) Discuss the reasons why those words were selected.
4) Compare words with the words in the original story or paragraph.
5) Discuss differences and similarities.

c. Comprehension Emphasis, No. 3

1) Select a passage and delete some of the words, phrases, and sentences which relate to key concepts or the main idea.
2) Have students read the passage silently and fill in the blanks.
3) Have individual students read their passages and discuss reasons for their choices.
4) Have students compare their passages with the original. Discuss differences or similarities in meaning.

d. Grammar Emphasis, No. 4

1) Select a passage and delete specific word classes or function words (for example, nouns, verbs, adjectives, adverbs, and prepositions).
2) Have the students read the passage silently and fill in the blanks.
3) Have individual students read their passage and discuss reasons for their choices.
4) Have students compare their passages with the original. Discuss any differences which change meanings.

## INTEGRATED SKILLS INSTRUCTIONAL STRATEGY
## Meaning Based Word Recognition--Situational Context

1. What is it?

The use of the situational context is the process of using the main idea of a group of sentences or a paragraph to have a student identify or predict what an unknown word is.

2. What are the benefits?

This process encourages the student to read for ideas. It stresses meaning and therefore emphasizes thinking, especially generalizing main ideas. It helps the student to read through a paragraph rather than to stop at every word or syllable he/she does not know.

It fits well into the style of the learner who would rather read for ideas and meanings and who would get bored with repetitive tasks and skill activities

3. What are the limitations?

The learner needs to understand most of the language of the paragraph and has to comprehend an idea in order to provide good predictions. The teacher needs to accommodate the learner's LET background to effectively use this technique. It is not a complete word recognition approach in and of itself.

4. What are some learner characteristics which indicate that this technique is appropriate?

The learner:

a. Knows specific skills but does not apply them in context or when reading a line.

b. Can decode satisfactorily but does not get meaning from paragraphs or groups of sentences.

c. Has difficulty decoding but seems to be able to get the ideas of the paragraph.

5. Instructional Procedures

a. In any reading situation, have the student skip the word and read the rest of the paragraph looking for cues to help identify the unrecognized word.

Meaning Based Word Recognition--Situational Context (Continued)

b. Then have him/her guess at what the word(s) might be based upon his/her interpretation of the paragraph.

c. Also, ask the student what could substitute for the word or what he/she thinks would fit into the same slot.

## INTEGRATED SKILLS INSTRUCTIONAL STRATEGY

### Meaning Based Word Recognition--Sentence Context

1. What is meaning based word recognition--sentence context?

   Sentence context is a process in which the student uses the meaning of the sentence to identify or predict an unknown word.

2. What are the benefits?

   This process encourages the student to read for meaning and ideas, rather than reading word by word.

3. What are the limitations?

   The student needs to understand most of the language of the sentence.

   In order to use the sentence context process, the student must possess a sufficient vocabulary and appropriate skills in using speech to communicate ideas.

4. What are some learner characteristics which indicate that this technique is appropriate?

   The learner:

   a. Knows specific skills but does not apply them in context or when reading a line.

   b. Can decode satisfactorily but does not get meaning from the sentence.

   c. Has difficulty decoding but seems to be able to get the meaning of the sentence.

5. Instructional Procedures

   a. Have the student skip the word and read the rest of the sentence looking for cues to help identify the unrecognized word.

   b. Then have him/her guess what the word(s) might be based upon the meaning of the sentence.

   c. If his/her answer is semantically correct, give him/her the correct word and use a synonym strategy. "Another

Meaning Based Word Recognition--Sentence Context (Continued)

word which means the same is _______."

d. Cover unrecognized words when they are encountered, forcing children to use syntatic and semantic information. If they have difficulty, ask questions which will enable them to capitalize on previous language learnings. For example, if a child does not recognize the word "slowly" in the sentence, "The turtle walked slowly," cover the word and ask the child how turtles walk. Soon children will realize the effectiveness of such a strategy. That is, they will learn to recognize words using non-visual information from the text.

e. Read the sentence or phrase containing the unrecognized word orally, substituting the word "blank" for the troublesome word. This also forces children to consider the syntactic and semantic cues by directing their attention back to their oral language.

f. Simply ask the child, "Can you think of a word that makes sense?"

INTEGRATED SKILLS INSTRUCTIONAL STRATEGY

## Meaning Based Word Recognition--Structural Analysis

1. What is it?

   Meaningful structural analysis emphasizes roots, prefixes, and suffixes. Those elements carry or affect meaning, as opposed to those syllables which do not, e.g., syllables as sound groups ("su" as in supreme rather than "pre" which carries a meaning).

2. What are the benefits?

   a. The student sees word attack as a meaningful process.

   b. The student can identify meaningful parts of words which provide clues in determining their meanings (vocabulary).

   c. Structural analysis serves as a transition between synthetic (letter by letter analysis) and group analysis which speeds perception.

   d. It helps the student analyze longer multisyllabic words which may not be phonetically consistent.

3. What are the limitations?

   Structural analysis is not a complete word recognition process. It serves as a transition between whole words and letter by letter analysis. Teaching only structural analysis results in students with poor sight vocabularies.

4. Instructional Procedures

   a. Use the cloze procedure (see page 71) by omitting prefixes, suffixes, or roots.

   b. Refer to vocabulary development, page 29, and use ideas found there.

   c. From the students' reading material or language experience story, select prefixes or root words to be used as assists to word recognition.

      (1) From the context in which a prefix (pre) occurs (see cloze procedure, sentence context page 76) have students determine the meaning of the word.

Meaning Based Word Recognition--Structural Analysis (Continued)

"The man will predict when the next storm will arrive here."

(2) Discuss the meaning of "pre" and "dict," also reinforcing the visual form of "pre."

(3) Have the student determine the meaning of "pre" in prejudge (place in front of).

"The man was prejudged and did not have a fair chance."

(4) Present a list of words which contain the prefix. Have the students analyze the words.

(5) Have them apply their knowledge to reading in context.

(6) Reinforce with context (cloze) activities.

# APPENDIX A

## Performance Expectations Handbook

## Language Arts Strategies for Basic Skills, K-2

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# Introduction

The purpose of this "Performance Expectations Handbook" is to provide teachers a means to test how well students are achieving in relation to language arts performance expectations. The test included here should not be viewed as a substitute for a full assessment as in Part I, but should be used by teachers to feel the pulse of the learner and to get a total picture of the achievement of the class in general. A profile for the individual student and for the entire class is provided for this purpose (page 12).

It should be noted that performance expectations are selected tasks which represent important or valued learnings of the curriculum. They are not a substitute for a total curriculum but are intended as checkpoints to determine whether instructional strategies are successful or need to be adjusted or changed. They are a starting point for instructional planning and are intended to help the classroom teachers and principal make decisions about instructional strategies for individuals as well as program modifications on a school-wide basis.

Using performance expectations should help the teachers and principals focus on key indicators of program success and ensure a continually responsive school program. The performance expectations should not be regarded as absolute and fixed. There is no ultimate knowledge which can determine this. The determination of performance expectations as standards can only be made as a result of applying the experiences of teachers and principals and trying out the process. Whatever the result, it should be a consensus among educators parents and the community.

## Performance Expectations, K-2

The performance expectations (See Figure 1) were developed for Foundation Program Objective 1, "Develop Basic Skills for Learning and Effective Communication with Others," and are arranged in 3 major clusters:

1. oral language (listening/speaking)
2. writing
3. reading

Within each grade level and within each cluster there is a range of expectations from simple to complex. This test attends to only the easiest expectations, intended to provide help to those students who need early attention in order to prevent an accumulation of problems. Instructional planning for the higher expectations is covered in Part I, "Determining Appropriate Instructional Strategies."

The earlier levels stress oral language, and reading and writing appear later. The tasks are arranged so that the complexity increases with the grade level. Attempts were made to keep the performance expectations as meaningful and functional as possible, emphasizing processes rather than merely "knowing about."

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Figure 1

Performance Expectations, K-3

PROGRAM: LANGUAGE ARTS

| Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|---|---|---|---|
| Responds to meanings conveyed by pictures.<br>Responds to oral instructions and requests.<br>Responds to others' sharing of experiences and information.<br>Responds to meanings conveyed by differences in sounds, vocabulary and grammar.<br>Shares own experiences.<br>Gives oral direction.<br>Shares information. | Gives oral direction.<br>Shares information.<br>Contributes to discussion on a specific topic.<br>Describes objects and events using relational concepts.<br>Uses language appropriately in communicating an idea, experience or information.<br>Responds to simple oral directions. | Contributes to discussion on a specific topic.<br>Describes objects and events using relational concepts.<br>Uses language appropriately in communicating an idea, experience or information.<br>Responds to simple oral directions.<br>Responds to oral directions, descriptions, non-verbal messages, and common visual symbols.<br>Uses appropriate vocabulary in describing people, places, objects, and actions. | Uses language appropriately in communicating an idea, experience or information.<br>Responds to simple oral directions.<br>Responds to oral directions, descriptions, non-verbal messages, and common visual symbols.<br>Uses appropriate vocabulary in describing people, places, objects, and actions.<br>Gives and responds to oral directions and descriptions in one-to-one interactions. |
| Dictates a sentence.<br>Dictates and reads the sentence.<br>Writes and reads a sentence. | Writes and reads a sentence.<br>Writes sentences on a topic.<br>Writes a short paragraph on a topic with adequate punctuation. | Writes sentences on a topic.<br>Writes a short paragraph on a topic with adequate punctuation.<br>Writes a paragraph on a given topic with adequate punctuation and capitalization. | Writes a short paragraph on a topic with adequate punctuation.<br>Writes a paragraph on a given topic with adequate punctuation and capitalization.<br>Writes a personal letter for a specific purpose with adequate letter form, spelling, capitalization and punctuation. |
| Follows the text as a story is read orally.<br>Reads a sentence and matches it with the picture which represents its meaning. | Reads a sentence and matches it with the picture which represents its meaning.<br>Reads sentences and matches them with others which mean the same.<br>Reads and orally paraphrases a short paragraph from a variety of materials used by the student. | Reads sentences and matches them with others which mean the same.<br>Reads and orally paraphrases a short paragraph from a variety of materials used by the student.<br>Reads a paragraph from a variety of materials used by the student and tells the relevant details. | Reads and orally paraphrases a short paragraph from a variety of materials used by the student.<br>Reads a paragraph from a variety of materials used by the student and tells the relevant details.<br>Reads a paragraph from a variety of materials; identifies the central idea and supporting ideas. |

## General Description of the Test

The test is divided into the three major clusters (sub-tests):

1. oral language
2. writing
3. reading

**Oral Language**. The easiest oral language performance expectations are:

| Kindergarten | Grade 1 | Grade 2 |
|---|---|---|
| Responds to meanings conveyed by pictures. | Gives oral direction. | Contributes to discussion on a specific topic. |

**Writing**. The easiest writing performance expectations are:

| Kindergarten | Grade 1 | Grade 2 |
|---|---|---|
| Dictates a sentence. | Writes and reads a sentence. | Writes sentences on a topic. |

**Reading**. The easiest reading performance expectations are:

| Kindergarten | Grade 1 | Grade 2 |
|---|---|---|
| Follows the text as a story is read orally. | Reads a sentence and matches it with the picture which represents its meaning. | Reads sentences and matches them with others which mean the same. |

## General Information

Administering the tests:

What: One subsection (oral language, reading, writing) may be given at any time or in any combination.

When: Whenever information is desired to determine the level of attainment of the performance expectations.

Why: To plan program changes or to validate the success of instructional practices.

How: The students may be tested individually or in groups when feasible.

## INTEGRATED SKILLS INSTRUCTIONAL STRATEGY
## Meaning Based Word Recognition--LET-Based Phonics

1. What is it?

The LET-based phonics strategy teaches phonics to the student within the context of the reading process as in the cloze procedure. Words which exist in the learner's LET, rather than words from a phonics program, are used to teach the sounds.

2. What are the benefits?

   a. The student goes from known to unknown since his/her own words are used.

   b. The student attends to meanings rather than isolated sounds.

   c. There is an increase in speed since the student focuses on words rather than each sound.

3. What are the limitations?

The student needs to understand most of the language of the sentence. In order to guess the unknown word, the student must possess a sufficient vocabulary.

4. What are some learner characteristics which indicate that this technique is appropriate?

The learner:

   a. Remembers better when tasks are put in a meaningful setting.

   b. Knows specific phonics skills, such as letter names and sounds, but does not apply them to words in sentence context.

   c. Concentrates so much on sounding that he/she does not get meanings from reading.

   d. Tends to sound out words already known.

5. Instructional Procedures

Introductory Phonics

   a. Write on the board words suggested by the students that contain the sound being taught. The sound may be at the beginning, middle, or ending of the word.

Meaning Based Word Recognition--LET-Based Phonics (Continued)

b. Pronounce the words and discuss the meaning of the words.

c. Have students write the letter and the words containing the letter.

d. Have students find and cut out words containing the letter being taught.

Using Cloze Procedure to Teach Phonics

a. Blank out the words which contain the sound needed by the student.

b. Add initial, medial, or ending letters to the blank to assist in teaching the sound.

Example: Mary picked a w__________ in the garden.

(See also strategies on cloze procedure and sentence context)

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## INTEGRATED SKILLS INSTRUCTIONAL STRATEGY
## Language in the Content Areas

(Refer to pages 43-45)

## C. SPECIFIC SKILLS INSTRUCTIONAL STRATEGIES

Specific skill strategies are not included at this time since most commercial materials emphasize this approach and teachers have an ample repertoire of kits, workbooks and dittoed materials. Teachers, however, can begin to include in this section their own specific skill techniques which have proven highly effective.

# APPENDICES

APPENDIX A: Performance Expectations Handbook

B: Student and Class Profile for Student Assessment

C: Assessment Instrument with Criterion Tasks

## ADMINISTRATION PROCEDURES

(Teacher's Manual)

Procedures for Administration: Reading

Grade 1
Performance Expectation - Reads a sentence and matches it with the picture which represents its meaning.

Assessment Items
or Strategy

Given a set of pictures and a cue sentence, the learner will select a matching picture.

The learner is given a set of pictures with a sentence and is asked to read the sentence and select a picture that matches.

Criteria or
Standard

The sentence and picture meanings match.

1. Each learner should have the test booklet entitled "Reading."

2. The learner is given a set of pictures and a sentence. The teacher says ..

"Please read the sentence. Below each sentence are three pictures. Put an X on the picture which means the same as the sentence above."
(Give the learners a reasonable amount of time to finish the task.)

Find number 1. (Repeat above instructions.)
Find number 2. ( " )
Find number 3. ( " )
Find number 4. ( " )

Grade 2
Performance Expectation - Reads sentences and matches them with others which mean the same.

Assessment Items
or Strategy

The learner reads a cue sentence and a set of four others and selects one that has the same meaning as the cue sentence.

The learner is given a cue sentence and a set of four other sentences. The learner is asked to select which of the four sentences has the same meaning as the cue sentence.

Criteria or
Standard

Learner identifies the matching sentence.

1. Each learner should have the test booklet.

2. The learner is given the booklet and is asked to find the appropriate section.

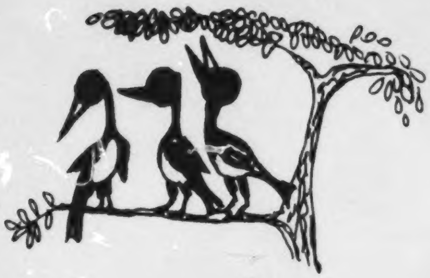
   The teacher says:

   "Read the sentence on the left in the box. Then read the four sentences next to it. Circle the sentence that means the same as the sentence on the left."
   (Give the learners a reasonable amount of time to finish the task.)

   "Continue on your own to Number 5."

Give approximately ______ minutes and then say "stop."

The birds fly.



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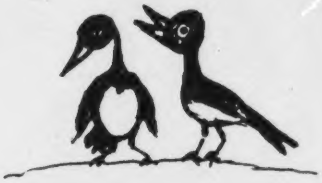

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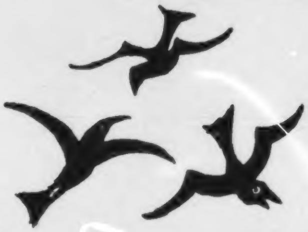

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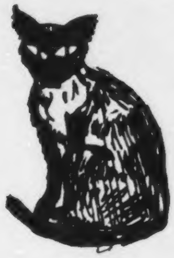
The dog is sitting.



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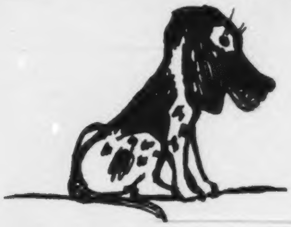

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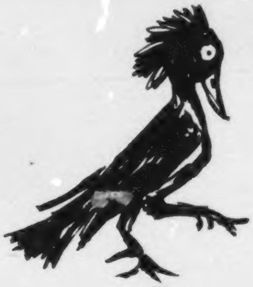

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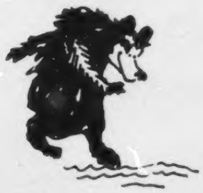
The bear is in the tree.



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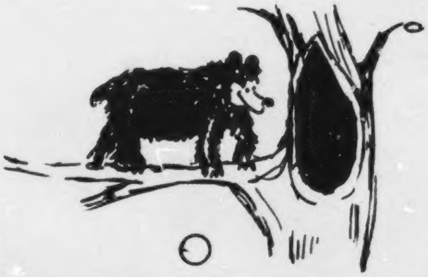

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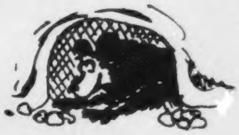

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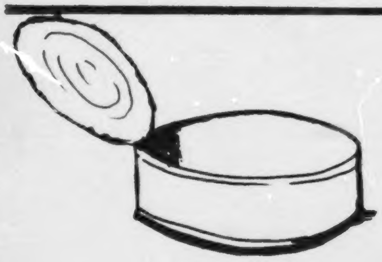
The cans are open.



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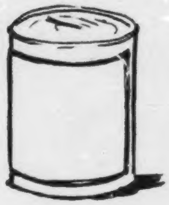

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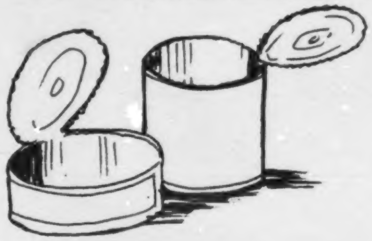

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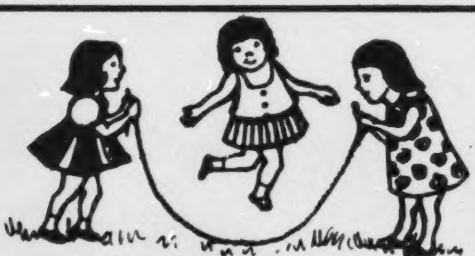
The girls like to jump rope.



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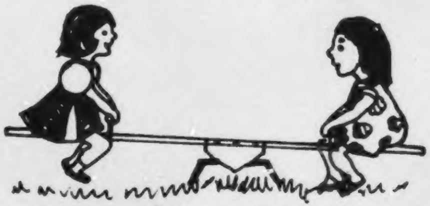

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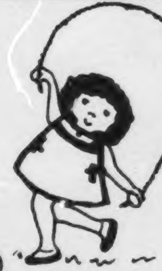

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1. I like to eat candy.
   a. Candy is good to eat.
   b. Candy is for eating.
   c. Eating candy is not good for you.
   d. Good candy is hard to find.

2. The football game was so exciting, he dropped his soda.
   a. He drank his soda because he was excited.
   b. The football game was dropping his soda.
   c. His soda fell because he was excited by the football game.
   d. The football game was exciting and the soda was cold.

3. The dog chased the cat up the tall tree.
   a. The dog was chased by the cat up the tall tree.
   b. The dog ran up the tree to chase the cat.
   c. The cat climbed up the tree when it was chased by the dog.
   d. The cat chased the dog up the tall tree.

4. The water at the beach was cold.
   a. We were cold in the water.
   b. It was cold at the beach.
   c. The water was cold at the beach.
   d. The beach was wet and cold.

5. After dinner, we watched television.
   a. We watched television and ate dinner.
   b. We watched television after we ate dinner.
   c. Television before dinner was exciting.
   d. After television, we ate dinner.

Procedure for Administration: Oral Communication

Grade 1
Performance Expectation - Gives oral direction.

Assessment Items or Strategy

Given a picture cue, the student will formulate an oral direction and get another student to perform a task.

Sample cue: Picture of pencil in a box.

1. Student looks at the picture.
2. Student is asked to give directions to another student to do the task represented.
3. After task is performed, students check the picture cue.
4. Student receiving the direction must perform the task correctly. If not, the student giving the direction must give the direction again, modifying the message.

Criteria or Standard

1. Student should state the object (pencil) and the task (to put it in the box) in the direction.
2. Student should use the appropriate sentence pattern for giving directions. (verb + object + locational phrase, if any) Put the pencil in the box.

Grade 2
Performance Expectation - Contributes to discussion on a specific topic.

Assessment Items or strategy

The student contributes information about a topic under discussion. The topic might be a recent experience such as a trip to the zoo, shopping center or a discussion of feelings and reactions, or a favorite food, pet, television program, etc.

Criteria or Standard

The student's verbal participation displays an understanding of the specifics of the topic under discussion.

The student's comment are related to the topic and are understood by other members of the group

## Procedure for Administration: Writing

Grade 1

| | |
|---|---|
| Performance Expectation: | Writes and reads a sentence. |
| Assessment Items or Strategy | The learner is given a picture and asked to write a sentence about it.<br>The learner is then asked to read the sentence to the teacher. |
| Criterion or Standard | The learner's sentence should display sentence sense and appropriate word choice.<br>The sentence should contain a subject and a verb. These may or may not be modified by adjectives and adverbs.<br>A compound sentence is acceptable as long as each sentence unit contains a subject and a verb. |

Grade 2

| | |
|---|---|
| Performance Expectation: | Writes sentences on a topic. |
| Assessment Items or Strategy | The learner is given a series of pictures and asked to write a sentence for each one.<br>The learner is given a picture and asked to write three or four sentences about the picture. |
| Criterion or Standard | Sentences should be related to the topic of the picture and to each other.<br>Sentences should display sentence sense and appropriate word choice.<br>Each sentence should contain a subject and a verb. These may or may not be modified by adjectives and adverbs.<br>Compound sentences are acceptable as long as each sentence unit contains a subject and a verb. |

Student/Class Profile
Performance Expectations

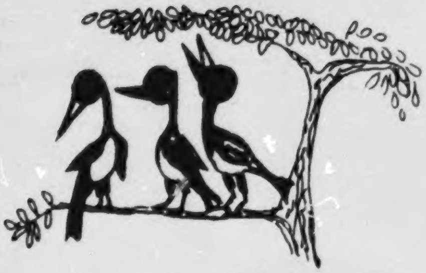
| Kindergarten | +*/- | Grade 1 | +/- | Grade 2 | +/- |
|---|---|---|---|---|---|
| O/L | | | | | |
| 1. Responds to meanings conveyed by pictures. - - - - - - - - - - - - - - | | 1. Gives oral direction. - - - - - - - | | 1. Contributes to discussion on a specific topic. - - - - - - - - - - - | |
| 2. Responds to oral instructions and requests. - - - - - - - - - - - - - - | | 2. Shares information. - - - - - - - - - | | 2. Describes objects and events using relational concepts. - - - - - - - - - | |
| 3. Responds to others' sharing of experiences and information. - - - - | | 3. Contributes to discussion on a specific topic. - - - - - - - - - - - | | 3. Uses language appropriately in communicating an idea, experience or information. | |
| 4. Responds to meanings conveyed by differences in sounds, vocabulary and grammar. | | 4. Describes objects and events using relational concepts. - - - - - - - - - | | 4. Responds to simple oral directions. | |
| 5. Shares own experiences. - - - - - - - - | | 5. Uses language appropriately in communicating an idea, experience or information. | | 5. Responds to oral directions, descriptions, non-verbal messages, and common visual symbols. | |
| 6. Gives oral direction. - - - - - - - - | | 6. Responds to simple oral directions. | | 6. Uses appropriate vocabulary in describing people, places, objects, and actions. | |
| 7. Shares information. - - - - - - - - - | | | | | |
| W | | | | | |
| 1. Dictates a sentence. | | 1. Writes and reads a sentence. | | 1. Writes sentences on a topic. | |
| 2. Dictates and reads the sentence. | | 2. Writes sentences on a topic. | | 2. Writes a short paragraph on a topic with adequate punctuation. | |
| 3. Writes and reads a sentence. | | 3. Writes a short paragraph on a topic with adequate punctuation. | | 3. Writes a paragraph on a given topic with adequate punctuation and capitalization. | |
| R | | | | | |
| 1. Follows the text as a story is read orally. | | 1. Reads a sentence and matches it with the picture which represents its meaning. | | 1. Reads sentences and matches them with others which mean the same. | |
| 2. Reads a sentence and matches it with the picture which represents its meaning. | | 2. Reads sentences and matches them with others which mean the same. | | 2. Reads and orally paraphrases a short paragraph from a variety of materials used by the student. | |
| | | 3. Reads and orally paraphrases a short paragraph from a variety of materials used by the student. | | 3. Reads a paragraph from a variety of materials used by the student and tells the relevant details. | |

* + = Does meet the expectation.

- = Doesn't meet the expectation

Test Booklet: READING

The birds fly.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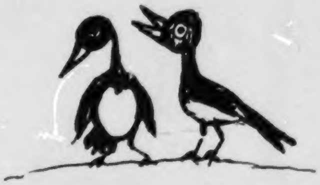
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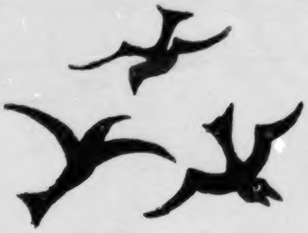
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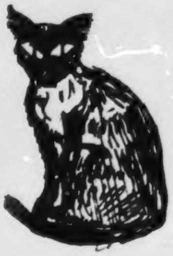
The dog is sitting.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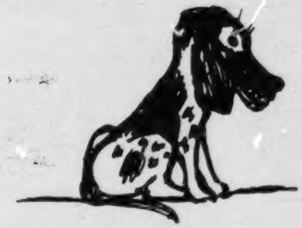
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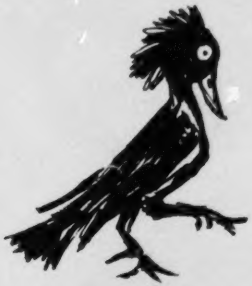
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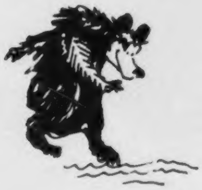
The bear is in the tree.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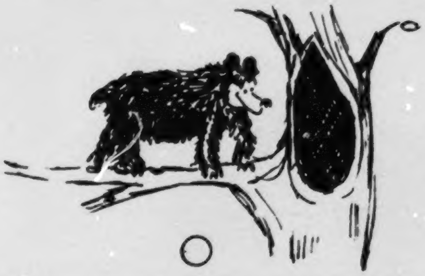
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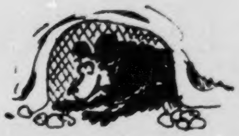
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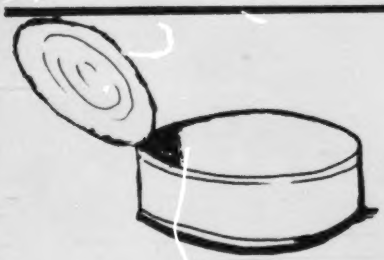
The cans are open.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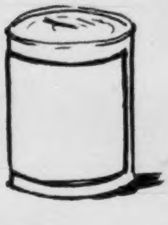
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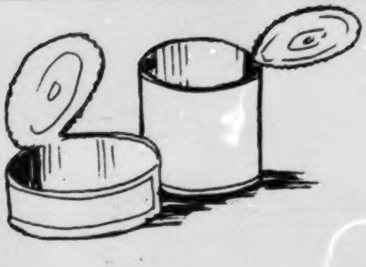
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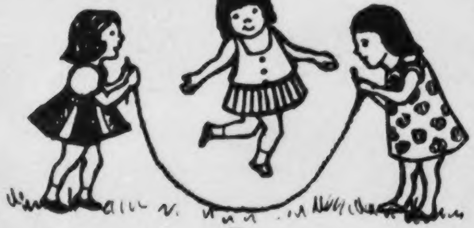
The girls like to jump rope.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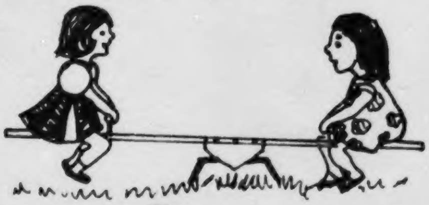
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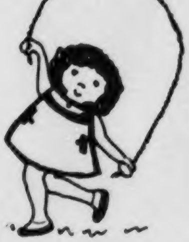
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1. I like to eat candy.

   a. Candy is good to eat.

   b. Candy is for eating.

   c. Eating candy is not good for you.

   d. Good candy is hard to find.

2. The football game was so exciting, he dropped his soda.

   a. He drank his soda because he was excited.

   b. The football game was dropping his soda.

   c. His soda fell because he was excited by the football game.

   d. The football game was exciting and the soda was cold.

3. The dog chased the cat up the tall tree.

   a. The dog was chased by the cat up the tall tree.

   b. The dog ran up the tree to chase the cat.

   c. The cat climbed up the tree when it was chased by the dog.

   d. The cat chased the dog up the tall tree.

4. The water at the beach was cold.

   a. We were cold in the water.

   b. It was cold at the beach.

   c. The water was cold at the beach.

   d. The beach was wet and cold.

5. After dinner, we watched television.

   a. We watched television and ate dinner.

   b. We watched television after we ate dinner.

   c. Television before dinner was exciting.

   d. After television, we ate dinner.

# APPENDIX B

## Student and Class Profile
## for Student Assessment
## (For Individual Student Use)

# STUDENT AND CLASS PROFILE

Name ______________________________ School ______________________

Teacher ____________________________ Grade __________ Room __________

## LANGUAGE/EXPERIENCE/THINKING BASED

### I. LANGUAGE

#### A. Functions

| Does | Doesn't | |
|---|---|---|
| | | •Instrumental - The learner uses language to ask for things or get things done. It is the "I want. . ." type of language usually used at an early age. |
| | | •Regulatory - The learner uses language to regulate others by giving instructions or directions. |
| | | **•Personal-Interactional - The learner uses language to maintain and validate one's self concept and self worth. This is the language used to relate opinions, information, and experiences.** |
| | | •Heuristic - The learner uses language to learn, inquire, or investigate. It includes words which allow the learner to ask or respond to questions, and phrase inquiries. |
| | | •Representational - The learner uses language to transmit information and knowledge. This is the language emphasized in the schools and found in content area textbooks such as science and social studies. |
| | | •Imaginative - The learner uses language to create one's own environment. This is the language used in activities such as creative drama, creative writing, and literature. |

#### B. Syntax

| | | |
|---|---|---|
| | | **Word Order - The learner uses syntactic cues (word order) to predict words. For example, in listening to sentences, the word selected by the learner to complete the sentence must be the correct part of speech.** |

#### C. Vocabulary (Semantics)

| | | |
|---|---|---|
| | | **Nouns** - The learner uses different kinds of nouns to name objects, places, people, and events. |
| | | **Action Words** - The learner uses words of action such as finish, fold, draw. |
| | | **Descriptive Words** - The learner uses words to describe the immediate environment. |
| | | **Relational Terms** - The learner uses words such as longer, most, yesterday, first, on, under, over, before. |
| | | **Synonyms** - The learner uses many different words to express a similar idea. |

| Does | Doesn't | |
|---|---|---|
| | | **Multiple Meanings** - The learner uses the context to select the appropriate meaning of a word with more than one meaning. When listening to a story or sentence which contains word(s) with multiple meanings, the learner understands the correct meaning of the word. |
| | | **Figurative Language** - The learner understands figurative language. When listening to a sentence or story which contains a figurative language phrase, the learner understands the meaning of a sentence. For example, the learner understands metaphors such as "The early bird gets the worm" and analogies such as "She moved as slowly as a turtle." |

#### D. Phonology

| | | |
|---|---|---|
| | | **Intonation** - The learner uses intonation patterns which show an understanding of meaning. |
| | | **Stress** - The learner uses stress patterns which show an understanding of meaning. |
| | | **Dialect** - The learner reconstructs meaning without interference from the sounds of the first language or dialect. |

### II. EXPERIENCE

#### A. Concrete

| | | |
|---|---|---|
| | | •The learner has actually experienced a variety of events, actions, or objects in real life. |

#### B. Vicarious

| | | |
|---|---|---|
| | | •The learner has **not** experienced a variety of events, actions, or objects, but has enough similar or comparable experiences to imagine, infer or reconstruct experiences of close proximity. |

#### C. Abstract

| | | |
|---|---|---|
| | | The learner can relate prints, pictures, graphics to connect experiences. |
| | | The learner understands concepts which are in themselves abstract such as honesty, liberty. |

### III. THINKING

#### A. Cognitive Memory

| | | |
|---|---|---|
| | | •The learner can recall specific aspects of a story, narrative, or description. For example, after the learner hears a story, he or she can retell a story by recalling **either** specific details, the main idea, the the sequence of events, cause and effect, or comparison and contrast details **stated** in the story. |

### B. Convergent-Structuring

| Does | Doesn't | |
|---|---|---|
| | | *The learner is able to organize a variety of data or information. For example, after listening to a story, the learner is able to:<br>—imagine - create a mental image of what was read.<br>—categorize the details of the material or story.<br>—compare and contrast details from the story.<br>—determine a pattern or sequence.<br>—determine the cause and effect pattern or structure.<br>—see the relationship of the part to the whole.<br>—visualize information into a physical setting. |

### C. Convergent-Analyzing/Generalizing

| Does | Doesn't | |
|---|---|---|
| | | *The learner is able to form a meaningful conclusion from the information or data which has been organized. For example, after listening to a story, the learner is able to:<br>—make assumptions.<br>—determine implications.<br>—draw conclusions.<br>—determine the purpose of the materials.<br>—determine the main ideas. |

### D. Divergent

| Does | Doesn't | |
|---|---|---|
| | | *The learner is able to apply and use the information and conclusions reached in a meaningful and productive way. For example, after listening to a story, the learner can:<br>—predict relevant outcomes and projects his or her thinking beyond the information given.<br>—take a concept or idea and project its use or implication (hypothesize and infer). |

### E. Evaluative

| Does | Doesn't | |
|---|---|---|
| | | The learner makes judgments and draws conclusions using criteria from different sources. For example, after listening to a story, the learner can:<br>—determine the appropriateness of a judgment by citing evidence from the story.<br>—differentiate between what is fact and what is opinion.<br>—evaluate the motives, qualification, and validity of the authority.<br>—decide on the adequacy of information from which to make a decision or statement and can assess the evidence and decide on its worth. |

### IV. Attitude

| Does | Doesn't | |
|---|---|---|
| | | The learner relates literature to own needs, values and behaviors. |
| | | The learner uses reading as a source of data for problem solving. |
| | | The learner shows he/she enjoys reading by choosing to read books and printed materials other than instructional texts and workbooks. |

## INTEGRATED SKILLS

### A. Oral Communication

| Does | Doesn't | |
|---|---|---|
| | | *The learner conveys information, gives descriptions and directions to another in order to accomplish a prescribed task. |
| | | *The learner elicits information needed to complete a task through interviews and questioning. |
| | | *The learner works with another learner exchanging information in order to complete a task. |

### B. Reading

| Does | Doesn't | |
|---|---|---|
| | | The learner applies reading skills to utilize library and reference materials. |
| | | The learner reads special forms and is able to explain maps, charts, graphs, tables, illustrations with 75% accuracy. |
| | | The learner reads and comprehends informational materials (representational language) with 80% accuracy in detail and generalizations. |
| | | The learner reads and responds to questions (heuristic language) and similar materials requiring responses with 80% accuracy. |
| | | The learner can read and apply with 90% accuracy, directions and instructional (regulatory) language. |
| | | The learner applies reading skills to the other content areas. |
| | | The learner retells a story he/she has read with 80% accuracy. |
| | | *The learner applies a generalization to a similar situation derived from reading a story or paragraph at his/her level of word recognition competency. |
| | | *The learner summarizes, orally or in writing, a paragraph stating a main throught or generalization after reading a paragraph at his/her level of word recognition. |
| | | The learner begins to structure information he/she reads consciously into categories, cause and effect, comparison and and contrast and part-whole relationships. |
| | | The learner recodes written language as oral language by supplying intonations which indicate understanding. |
| | | The learner can utilize function words, inflections and inflectional agreement as an assist in meaning comprehension. |
| | | *The learner utilizes meanings (semantic cues), sentence context (syntactic cues), or situational context to predict unknown words. |

### C. Writing

| Does | Doesn't | |
|---|---|---|
| | | *The learner organizes information in writing in an order that is easy to follow and is identifiable (sequential, chronological, etc.) |

| Does | Doesn't | |
|---|---|---|
| | | *The learner's writing displays effective use of details and supporting information. All necessary information is included and irrelevant information is excluded. |
| | | *The learner combines words and phrases effectively into permitted and appropriate patterns of language (syntax). |
| | | The learner uses words in writing that are clear, accurate and appropriate to the purpose. |
| | | The learner applies punctuation and capitalization conventions appropriately in writing. |
| | | The learner's writing displays no spelling errors or only a few errors in difficult words. |

## SPECIFIC SKILLS

### A. Reading

| | | |
|---|---|---|
| | | The learner recalls and/or recognizes 80% of the words he/she learns in his/her reading program. |
| | | The learner utilizes recurring parts of known words as an assist in word recognition. |
| | | The learner generalizes and utilizes structural syllabication for pronunciation. |
| | | The learner **generalizes** about phoneme-grapheme relationships of double and triple consonant clusters and vowel pairs and trigraphs. |
| | | The learner **generalizes** about phoneme-grapheme relationships of single short and long vowels and single consonants. |
| | | The learner shows understanding of letter sound relationships by **attempting** to pronounce unknown words. |
| | | **Auditory-Discrimination** - The learner differentiates likenesses and differences in letter sounds. For example, the learner can detect whether or not two words are the same (cat-cat) or different (rat-cat, cat-cot, pot-cot). |
| | | **Auditory Memory/Sequencing** - The learner remembers and recalls in correct order, information that has been heard. For example, the learner can repeat a specific sequence of numbers, sounds, or words. |
| | | **Visual Discrimination** - The learner differentiates likenesses and differences in visual presentations of objects, pictures, and symbols like letters and words. For example, the learner can match identical objects, pictures and symbols. |
| | | **Visual Memory/Sequencing** - The learner recalls prior visual experiences in the correct order. For example, after a word is shown and then removed, the learner can identify that word from among a group of words. After a series of objects, pictures or symbols is presented in a certain order and then scrambled, the learner can place them in their original order. |

### B. Writing

#### A. Idea Development

| Does | Doesn't | |
|---|---|---|
| | | The learner develops a main idea to logical or imaginative conclusion. |
| | | The learner's writing has clarity and does not ramble. |
| | | The learner uses simple description. |
| | | The learner uses supporting details. |

#### B. Paragraph Development

| | | |
|---|---|---|
| | | The learner's paragraphing fits the subject matter. |
| | | The learner organizes sequentially and chronologically as appropriate. |
| | | The learner's paragraphs are developed around a single thought. |
| | | The learner handles dialogue appropriately. |

#### C. Syntax

| | | |
|---|---|---|
| | | The learner uses complete sentences, avoiding fragments or run-ons. |
| | | The learner uses a variety of sentence structures. |
| | | The learner uses consistent tense. |
| | | The learner uses possessives appropriately. |
| | | The learner uses pronouns appropriately. |
| | | The learner uses correct subject-verb agreement. |

#### D. Spelling, Vocabulary and Word Choice

| | | |
|---|---|---|
| | | The learner spells common words correctly. |
| | | The learner uses descriptive words; attempts a wider vocabulary. |
| | | The learner uses adjectives and adverbs appropriately. |
| | | The learner uses recently learned words in own writing. |

#### E. Capitalization, Punctuation

| | | |
|---|---|---|
| | | The learner capitalizes the first word in a sentence. |
| | | The learner capitalizes proper nouns appropriately. |
| | | The learner uses end marks appropriately (period, question mark, exclamation point). |
| | | The learner uses quotation marks appropriately. |
| | | The learner uses apostrophes appropriately. |
| | | The learner uses commas appropriately. |

#### F. Handwriting

| | | |
|---|---|---|
| | | The learner generally writes legibly. |

## INSTRUCTIONAL PATTERN

| LET-Based | Integrated Skills | Specific Skills |
|---|---|---|
| − + | − + | − + |

More than 15 Doesn't = —

# APPENDIX C

## Assessment Instrument
## with Criterion Tasks

The following pages are intended to provide teachers with examples of tasks for integrated and specific skills items. These might also be helpful to teachers who are looking for assessment items for currently used materials in the classroom.

Name ____________________ School ____________________

Teacher ____________________ Grade ____________________

## INTEGRATED SKILLS

| LET and Skills | | |
|---|---|---|
| Does | Doesn't | |
| | | The learner applies reading skills to utilize library and reference materials. |
| | | The learner reads special forms and is able to explain maps, charts, graphs, tables, illustrations with 75% accuracy.<br>Given special forms such as maps, charts, graphs, tables, and illustrations, the learner is able to demonstrate personal knowledge by explaining, drawing, or interpreting the form accurately. |
| | | The learner reads and comprehends informational materials (representational language) with 80% accuracy in detail and generalizations.<br>Given written materials which are informational in nature, the learner can retell the information with 80% accuracy of detail. |
| | | The learner reads and responds to questions (heuristic language) and similar materials requiring responses with 80% accuracy.<br>Given written materials which contain questions to be read, the learner indicates understanding by rephrasing questions orally, answering questions correctly or finding correct answers from the text. |
| | | The learner can read and apply with 90% accuracy, directions and instructional (regular) language.<br>Given a set of written directions or instructions at the learner's word recognition level, the learner can perform an operation or behavior which fulfills the intent of the directions of instructions. |

| Does | Doesn't | |
|---|---|---|
| | | The learner applies reading skills to the other content areas.<br>Given a reading task in other content areas (science, social studies, math, etc.), the learner applies word analysis and comprehension skills. |
| | | The learner can read and retell a story with 80% accuracy.<br>Given a story or paragraph to read, the learner can retell the story orally or in written form with 80% accuracy in details. |
| | | The learner applies a generalization to a similar situation derived from reading a story or paragraph at the learner's level of word recognition competency. |
| | | The learner summarizes, orally or in writing a paragraph stating a main thought or generalization after reading a paragraph at the learner's level of word recognition. |
| | | The learner begins to structure information read, consciously into categories, cause and effect, comparison and contrast and part-whole relationships.<br>Given a paragraph from any content material, the learner can rearrange the information given into categories, comparison-contrast, cause and effect and part-whole relationships by explaining, writing or drawing visualizations of the relationships. |
| | | The learner recodes written language as oral language by supplying intonations which indicate understanding.<br>Given a sentence or more to read orally, the learner uses natural intonations, pauses and stresses which coincide with the author's meaning, even if in pidgin dialect. |

Integrated Skills - Cont.

| Does | Doesn't | |
|---|---|---|
| | | The learner can utilize function words, inflections and inflectional agreement as an assist in reading comprehension.<br>a. Given any function word, inflection or inflectional agreement found in reading, the learner indicates comprehension by reforming of those elements and retelling an idea more accurately, or performing a physical operation.<br>b. Given a preposition that signals positional and time relationships, the learner explains the locational or time relationship accurately.<br>c. Given a pronoun-antecedent relationship, the learner explains the relationship of the referent with accuracy.<br>d. Given a sentence having word(s) with inflectional endings, the learner utilizes the inflectional endings to understand or correct the perceived meaning of the sentence. |
| | | The learner utilizes meaning (semantic cues), sentence context (syntactic cues), or situational context to predict unknown words.<br>Given a sentence or paragraph, the learner guesses an unknown word by utilizing the context of the sentence or general idea of the paragraph which maintains the correct meaning or an acceptable substitute. |

| Specific Skills | | |
|---|---|---|
| Does | Doesn't | |
| | | The learner recalls and/or recognizes 80% of the words learned in the reading program.<br>a. Given a list of words or word in sentence context, the learner can say 80% of the words with reasonable facility.<br>b. Given a list of words or word in sentence context, the learner can recognize 80% of the words presented visually by saying the word or associating it with a meaning or visual representation (e.g., pictures).<br>c. Given a list of words, the learner can create and read the sentence(s) using the words until 80% of the words are read correctly. |
| | | The learner utilizes recurring parts of known words as an assist in word recognition.<br>a. Given known words composed of the vowel-consonant phonograms, the learner utilizes those phonograms to recode unknown words.<br>b. Given known words with prefixes, roots, and suffixes, the learner can recode unknown words which have a prefix-root-suffix composition. |
| | | The learner generalizes and utilizes structural syllabication for pronounciation.<br>a. Given a known word that illustrates the the vowel-double consonant-vowel principle where only one consonant is sounded, the learner pronounces other words illustrating this principle.<br>b. Given words with known syllable combinations, the learner can pronounce other words containing these combinations, e.g., er, ar, or, soft c, vcv, cvc, accented and unaccented syllables. |

Specific Skills - Cont'd.

| Does | Doesn't | |
|---|---|---|
| | | The learner generalizes about phoneme-grapheme relationships of double and triple consonant clusters and vowel pairs and trigraphs.<br>a. Given words with double and triple consonant clusters or vowel pairs and trigraphs, the learner can express a relationship or generalization orally.<br>b. Given unknown words with double and triple consonant clusters and vowel pairs and trigraphs, the learner can say (recode) those words with 75% accuracy using phonic generalization. |
| | | The learner generalizes about phoneme-grapheme relationships of single short and long vowels and single consonants.<br>a Given words with single shortor long vowels or single consonants, the learner can express a relationship or generalization orally.<br>b. Given unknown words with single short or long vowels or single consonants, the learner can say (recode) those words with 75% accuracy using phonic generalizations. |
| | | The learner shows understanding of letter sound relationships by attempting to pronounce unknown words.<br>As the learner reads any written material, the learner tries to sound out the word or parts of the word, regardless of accuracy. |
| | | Auditory-Discrimination - The learner differentiates likenesses and differences in letter sounds. For example, the learner can detect whether or not two words are the same (cat-cat) or different (rat-cat; cat-cot; pot-cot). |

Specific Skills - Cont'd.

| Does | Doesn't | |
|---|---|---|
| | | Auditory Memory/Sequencing - The learner remembers and recalls in correct order, information that has been heard. For example, the learner can repeat a specific sequence of numbers, sounds or words. |
| | | Visual Discrimination - The learner differentiates likenesses and differencies in visual presentations of objects, pictures, and symbols like letters and words. For example, the learner can match identical objects, pictures, and symbols. |